

Library, Media, and Academic Computing (LMAC) Committee Annual Report to the Faculty Senate -- May 1996

Overview/Review

The Library, Media, and Academic Computing (LMAC) Committee spent much of the year developing, administering, and evaluating a "Faculty Survey on the Use of Computer Technology". In addition, the committee provided input to Raney Ellis (Assoc. Vice-President for Information Systems) and Marilyn Mitchell (Library Director) on a number of issues: desktop computer replacement schedule, type of paper used in computer lab printers, software support policy, and reorganization of media services. The committee also raised a number of issues and concerns that could serve as topics for future committee deliberations. Finally, the necessity for the continued existence of the LMAC committee was discussed.

Faculty Survey

At the beginning of the academic year the committee decided to conduct a comprehensive survey of the faculty regarding their use of computer technology. In addition to providing information about the current use of computer technology among faculty, this survey will help the committee (and the office of information services) to determine appropriate ways to encourage and support the use of computer technology on campus. This survey was modelled on others that have been used at other campuses. The survey was distributed at the beginning of the second semester and 82 responses were received. The results of the survey are summarized in Appendix A. Since the data from the survey only recently became available, the committee has not had time to consider them in any detail. John Woodward's students are analyzing the data and will prepare a report that will be available shortly. We recommend that one of the first tasks for next year's committee be to consider the results from this survey.

Advisory Actions

The committee discussed a number of issues raised by Raney Ellis. The committee had little objections to a plan to change the desktop computer replacement schedule, so that replacements will occur during the summer, rather than during the academic year. This will result in next year's replacements being moved into the summer of 1997 rather than the Fall of 1996. Raney assured the committee that any situations in which this delay would result in undo hardship would be handled on a case-by-case basis.

The committee also discussed the issue of how to minimize costs associated with paper use in the student computer labs. The committee supported a plan to use 3-hole punched paper in the computer labs. Although this paper is more expensive per sheet, students are discouraged from using this paper for non course-related work, so that an overall savings of thirty percent is anticipated. The committee also suggested an educational effort to make students aware of the costs (both financial and environmental) associated with the waste of paper. Students should also be encouraged to use the backs of previously-used pages when preparing drafts.

The Office of Information Systems consulted with the committee regarding proposed changes and clarifications to its Software Support Policy. This policy describes the type and level of support that faculty can expect with regard to productivity software, instructional software, and research software. The new policy reflects the current practice. There was some debate on how much support the OIS should or could provide for non-standard software or software used

predominantly for research, but on the whole, the committee felt that the revised policy was a reasonable one.

The Library has recently reorganized its Media Services section. The committee visited the new Multimedia lab and met with the new Library Computing Technician. In addition, the committee reviewed the new online Library and Media Directory (<http://lib-www.ups.edu/services/media/policies.htm>). The committee praised these changes and recommends that faculty check out the new Media Services section for themselves.

Issues and Concerns for the Future

As the committee prepares to recess for the summer, several suggestions for future deliberations were made.

Develop guidelines for the dissemination of university information. What is the appropriate use of e-mail for announcements? What should be the official means of disseminating university information: e-mail, voicemail, paper mail? Should a university wide electronic calendar of events and announcements be established?

Work to establish expectations for minimum proficiency in use of computer technology for faculty and staff. Develop training mechanisms for improving faculty and staff competence in the use of computer technology.

Reassess the library collection strategy and how it is impacted by space constraints and electronic formats.

The Need for an LMAC Committee

Finally, the committee considered the question of its continued existence. At present the committee acts primarily as an advisory body to Raney Ellis (Assoc. Vice-President for Information Systems) and Marilyn Mitchell (Library Director). While this is an important function, there may be better ways for Information Systems and the Library to receive faculty input. Many of the issues surrounding technology and computer use are already handled by specially formed groups (e.g. the Ad Hoc Technology Planning Group) or by other groups as part of new initiatives (e.g. the group planning the new building). Advice on specific issues could be obtained through fora arranged by Raney Ellis or Marilyn Mitchell as needed. Alternatively, the faculty senate could appoint ad hoc committees to handle special issues as they arise. Unless the LMAC committee is given decision-making authority in some important area(s), and/or charges of ongoing interest to the faculty are identified, the need for an LMAC committee should be reconsidered.

Submitted by John Hanson (LMAC Chair)

APPENDIX A:
Faculty Survey on Use of Computer Technology

I. General Information

1. What is your current academic rank/position?

30 professor
18 associate professor
21 assistant professor
11 instructor
1 other acad. rank
1 no rank

2. Academic field of your highest degree ___

3. Department of your current primary faculty appointment _____

4. Other information

Last two digits of the year you were born _____

Last two digits of the year you earned your highest degree _____

Last two digits of the year of initial appointment here _____

Last two digits of year you earned tenure (if tenured, of course) _____

5. Gender: 47 male 33 female 2 no response

II. Computing Priorities

Computing and information services, like other campus services, needs to establish priorities for the future. Please rank items in each area according to what you feel are the highest priorities.

6. Allocation of central computing funds

scale 1 (highest priority) to 5 (lowest priority)

3.455 Electronic classrooms
2.333 Student computer lab facilities
2.679 Network services
3.766 Dial-in facilities
2.077 Desktop computing resources

7. Desktop computing resources

scale 1 (highest priority) to 4 (lowest priority)

2.720 Replace machines more often.

2.039 Buy more powerful machines when they are replaced.

2.600 Buy more upgrades (such as memory) for existing machines.

2.289 Provide better desktop computing resources for instructors and staff.

8. Allocation of staff time for academic computing and desktop services

scale 1 (highest priority) to 5 (lowest priority)

2.297 Consulting

3.053 Training in productivity software and online resources

2.600 Faculty development in instructional areas

3.013 Infrastructure planning and development

3.649 Teaching students basic computer skills

9. Training resources

scale 1 (highest priority) to 4 (lowest priority)

2.108 Comprehensive documentation

2.514 Formal, instructor-led training

2.171 On-line, self-paced training

3.095 Self-paced video and audio tape resources

III. Computer User Information

10. Do you use computers in a campus/department lab facility? 44 Yes 28 No

11. Do you have a computer in your campus office or at home?

 no, I do not have a computer either place. (go to question 12)

 5 office only

 1 home only

 64 both home and office

 portable that goes back and forth

12. If you do not have a computer in your office or at home, why not?

(Mark all that apply)

- not necessary for my work
- university/dept. will not provide one for me
- not interested in having/using one
- do not have the time to learn how to use it
- not willing to spend my own money to buy one
- too difficult for me to use
- not comfortable with using one
- inadequate user support here for people like me.
- other (please explain)

[Note: If you do not have a computer, go to question 21]

13. Total number of computers you own or have in your office and at home.

6 one 39 two 28 three 7 four or more

14. Please provide the following information about the computer that you use most often for your instructional and scholarly work.

PC or IBM (compatible) desktop system	<u>33</u>
PC or IBM compatible portable/notebook system	<u>1</u>
Macintosh desktop system	<u>41</u>
Macintosh portable/notebook	<u>1</u>
mainframe (VAX) or minicomputer terminal	_____
other _____	<u>1</u>

Where is this computer located? 29 home 40 office

15. How was the computer (the computer in question 14 you use most for academic work) paid for? (Mark only one best describing the major source of funds)

dept. or university purchase	<u>46</u>
grant/contract/special project funds	<u>1</u>
individual purchase (my money)	<u>27</u>
other / do not know	_____

16. When did you acquire/purchase the computer?

(approximate date: month/year) _____

17. Was the computer 74 new or 2 previously owned / used?

18. Does your computer system have any of the following? (Mark all that apply)

(Mark DK in the column if you do not know)

	office	home
large hard disk (over 350 megabytes)	<u>35</u>	<u>30</u>
CD-ROM reader / player	<u>39</u>	<u>41</u>
8 megabytes of RAM or more	<u>52</u>	<u>45</u>
scanner	<u>5</u>	<u>1</u>
laser printer	<u>32</u>	<u>20</u>
color printer	<u>4</u>	<u>14</u>
oversize monitor (over 15")	<u>11</u>	<u>12</u>
modem	<u>23</u>	<u>44</u>
fax / modem	<u>10</u>	<u>43</u>
local area network access (server)	<u>50</u>	<u>11</u>
network connection (Ethernet)	<u>32</u>	<u>2</u>
network connection (Appletalk)	<u>32</u>	<u>4</u>

19. Please check ALL of the software that is on your computer and how often it is used.

	OFFICE			HOME		
	on my computer	I use it daily	I use it weekly	on my computer	I use it daily	I use it weekly
word processing	69	72	3	65	46	24
spreadsheet	54	17	22	48	14	22
database	32	5	10	26	3	7
lab data acquisition	3	0	2	2	0	1
drawing/ paint program	36	1	14	36	1	15
desktop publishing	12	2	3	14	1	4
utilities	33	11	5	29	7	3
telecommunications	36	27	3	34	24	5
programming language(s)	8	4	1	7	1	3
statistical program	23	6	13	13	3	4
bibliographic database	12	3	7	6	0	5
computer aided design	4	2	1	5	0	2
electronic mail	69	68	2	38	28	7
newsreader	30	4	12	9	5	3
Web browser	64	26	25	25	16	12
accounting/ finance mgmt.	2	0	2	15	1	13
project mgmt.	0	0	0	1	0	1
calendars/ scheduling	17	4	5	21	4	8
rolodex/ contact mgmt.	4	2	3	5	2	3
instructional software	20	3	8	14	1	5
file conversion utilities	18	4	8	16	3	9
games	20	1	7	33	4	12
OTHER						

20. Where do you generally purchase hardware and software? (Mark only one response in each column)

	hardware	software
provided by/purchased by department /univ.	<u>39</u>	<u>28</u>
campus bookstore	<u>8</u>	<u>2</u>
retail / discount computer software store	<u>6</u>	<u>14</u>
mail order service	<u>7</u>	<u>13</u>
Independent dealer / distributor	<u>5</u>	<u>1</u>
other _____	<u>1</u>	<u>1</u>

21. Are you likely to purchase or acquire a new computer for home or office in the next 12 months?

<u>office</u>	<u>home</u>
<u>54</u> no	<u>48</u> no
<u>9</u> yes	<u>14</u> yes
<u>11</u> uncertain	<u>15</u> uncertain

IV. Computer User Assessments of Computer Technology

22. Please rate your computer technology skills and experience from 1 to 5.

scale: 1 (none) to 5 (high)

- 3.925** using personal or desktop computers
- 2.351** using VAX / mainframe capabilities
- 2.459** using on-line information systems (e.g., CompuServe)
- 3.975** using electronic mail
- 3.228** using the Internet
- 2.543** information technology to enhance my
- 2.714** instructional activities
- 2.658** using information technology to enhance my research activities
- 1.753** doing computer programming
- 2.766** using Web browser
- 2.167** other 12 responses in this mean

23. During the past three years, have you engaged in any of the following?

(check only if it applies)

	1 time	2 times	more than 2 times
wrote a computer program	4	4	13
worked on a project to develop instructional software	3	2	13
attended a workshop on how to use information technology in instruction	14	11	11
attended a training program on computing software	11	10	9
attended a training program about electronic mail	26	7	2
attended a program about using the Internet	25	5	3
Other	2	2	1

24. Since the beginning of the current academic term, have you done any of the following:

(check only those which apply)

	1 time	more than 1 time
sent or received a FAX through mail /phone services	6	57
sent or received a FAX from your computer	3	16
attended a computer training class	11	12
sent e-mail to a colleague in another country	6	43
sent or received assignment to/from entire class	2	18
discussed uses of technology for instruction with departmental colleagues	3	66
discussed technology/computing issues with students outside of class	6	48
discussed departmental technology resources with your colleagues	6	61
sent e-mail to a student in one of your classes	3	63
used a commercial on-line service (e.g., Compuserve, America on Line, etc.)	3	28
downloaded files from a network server	8	36
used the Internet to access materials from another campus	4	54
participated in an e-mail discussion	4	49
felt like you received too much e-mail	1	42
Other		

25. How important are information technology resources to your professional work?

scale: 1 (not important) to 5 (very important)

- 4.863 word processing
- 2.375 desktop publishing
- 1.761 financial analysis /budgeting
- 2.113 mathematical analysis /modeling
- 2.917 statistical analysis
- 1.945 laboratory data acquisition
- 3.014 maintaining a data base
- 3.487 preparing charts / graphs / drawings
- 3.740 preparing presentations for my classes
- 3.473 maintaining a bibliography or index of references and resources
- 1.721 using authoring tools to create courseware for my classes
- 3.293 as an instructional resource for my classes
- 3.900 access to my institution's on-line library card catalog

- 3.782** access to other on-line library catalogs
- 3.776** access to indexes, abstracts, full-text periodical data bases
- 2.840** access to table of contents sources
- 3.408** using on-line information sources
- 2.352** using commercial databases
- 2.137** using digital image collections (e.g., maps, artwork, photographs)
- 4.625** e-mail to colleagues on my campus
- 4.662** e-mail to colleagues at other campuses
- 3.973** access to materials via the Internet
- 2.743** Document delivery service from a campus library or commercial service
- 3.878** managing my teaching activities
- 3.963** managing my research / scholarly work
- _____ other _____

26. What is your best judgment about the way computers and information technology resources (e.g., on-line databases) have benefited your teaching and scholarly activities/

scale: 1 (No Benefit) to 5 (Major Benefit)

Teaching / Instruction

- 3.347** access to new resources for my teaching creativity in presenting **2.459** material to students in new ways
- 2.225** student response to the content of my courses
- 1.639** use of courseware and simulations
- 3.787** ability to work with a more diverse group of students
- 3.164** enhanced contact with colleagues at other campuses
- 3.108** overall quality of my teaching
- 3.143** sense of enjoyment in my teaching
- 3.882** other _____

question 26 continued -- scale: 1 (No Benefit) to 5 (Major Benefit)

Research / Scholarly Activity

- 2.907** scholarly productivity
- 3.041** creativity in examining data in new ways
- 3.684** kinds of problems / issues I study
- 3.013** more timely access to information in my field
- 3.095** access to new tools for my research
- 3.974** access to new kinds of information resources for my research
- 3.444** enhanced contact with colleagues at other campuses
- 3.611** overall quality of my scholarly work
- 2.670** enjoyment of my scholarly work
- _____ other _____

27. For the first course you teach each week this term, indicate your use of the following instructional resources and course activities:

(check only those that apply)

Currently Use	Would Like to Use	
<u>71</u>	<u>1</u>	standard textbook(s)
<u>29</u>	<u>2</u>	workbook/exercises
<u>56</u>	<u>4</u>	articles from journals / periodicals
<u>43</u>	<u>5</u>	library reserve materials
<u>32</u>	<u>9</u>	custom course packets / reprints
<u>23</u>	<u>2</u>	discussion lab or section
<u>25</u>	<u>2</u>	science / math / statistics lab
<u>2</u>	<u>0</u>	art design studio
<u>32</u>	<u>9</u>	computer software
<u>20</u>	<u>12</u>	computer lab assignments
<u>14</u>	<u>16</u>	computer simulations or courseware
<u>9</u>	<u>7</u>	class session held in library instr. room
<u>39</u>	<u>2</u>	study teams / group assignments
<u>12</u>	<u>5</u>	team teaching
<u>16</u>	<u>0</u>	multiple choice exams
<u>33</u>	<u>12</u>	e-mail to students in my class
<u>34</u>	<u>2</u>	weekly / bi-weekly writing assignments
<u>28</u>	<u>0</u>	major paper at end of the term
<u>21</u>	<u>14</u>	class sessions held in a computer lab or classroom with computer equipment
<u>37</u>	<u>4</u>	video (TV / video / videodisc
<u>18</u>	<u>2</u>	audio (tape, records, radio)
<u>28</u>	<u>12</u>	materials I found via the Internet
<u>9</u>	<u>19</u>	multimedia presentations / resources
<u>3</u>	<u>30</u>	CD - ROMs
<u>3</u>	<u>22</u>	Self-paced instructional software / learning resources
<u>3</u>	<u>1</u>	other _

28. Who developed the syllabus for the course listed in question 27 above?

<u>50</u>	primarily me, working alone
<u>10</u>	me and one or two other faculty from my department
<u>3</u>	another faculty member in this department
<u>8</u>	a department / unit committee
<u>3</u>	an interdepartmental group of faculty
<u>1</u>	other _

29. Do you have an e-mail address / account?

0 no (go to question 30)

79 yes (go to question 31)

30. If you do not have an electronic mail account / address, why not? (mark all that apply).

- don't have access to a computer
- my department is not connected to the campus network
- my computer is not connected to the campus network
- not interested in electronic mail
- not convinced it offers any real benefits
- too complex for me to use
- takes too much time
- e-mail not reliable
- other _____

31. If you use the Internet, how do you use it?

	daily	weekly	monthly	never
e-mail to people at other campuses	46	21	8	2
search databases or libraries at other institutions (e.g., Gopher)	8	27	28	7
access government data bases	3	6	20	36
Listserv for people in my field or area(s)	27	13	8	18
Netscape	25	27	12	11
Newsgroups	11	11	18	29
Other (specify)		2	1	1

32. When you want to use the Internet for any reason, do you know which tool or procedure to use to accomplish your goals? 23 No 49 Yes

33. Do you see a research role for the Internet for you? 12 No 63 Yes

34. Do you see a teaching role for the Internet for you? 16 No 58 Yes

35. How important are the following for you as general sources of information about computing and information technology?

scale: 1 (none) to 5 (high)

4.154 colleagues in my department / unit
2.878 faculty in other departments / units
2.041 undergraduate students
2.726 librarians
2.306 clerical / support staff
3.466 information systems staff on campus
1.206 campus bookstore staff (resale)
2.711 E-mail and Internet resources
1.425 computer and software sales staff
2.053 academic / professional associations
2.160 academic / professional journals
2.082 computer magazines / newspapers
2.987 family and friends
2.875 other 8 responses in this mean

36. How important are the following to you as sources of information about computing and information technology in your field or specialization?

scale: 1 (none) to 5 (high)

3.553 colleagues in my department / unit
2.414 faculty in other departments / units
1.406 undergraduate students
1.571 clerical / support staff
2.310 librarians
2.371 information systems staff on campus
1.203 campus bookstore staff (resale)
2.838 E-mail and Internet resources
1.353 computer and software sales staff
2.644 academic / professional associations
2.726 academic / professional journals
1.786 computer magazines / newspapers
2.014 family and friends
3.143 other 7 responses in this mean

37. Do you see any discipline-centered initiatives occurring which involve the use of computer technology?

Please explain _____

38. Over the PAST five years, what benefits have computers and information technology had on the following:

scale: 1 (no benefit) to 5 (great benefit)

- 3.526 the way that I teach my classes
- 3.257 materials I select for my classes
- 3.792 my productivity as a teacher
- 3.972 my productivity as a scholar or researcher quality of academic programs in my department / unit
- 3.729 quality of library resources and services at my institution
- 4.303 contact with colleagues at other institutions
- 2.029 opportunities to work on projects with faculty in other departments here
- 3.014 opportunities to work on projects with faculty other campuses
- 3.959 my access to information resources
- 2.794 my orientation toward research
- 1.000 other 1 response in this value

39. Over the NEXT five years, what benefits will computers and information technology have on the following:

scale: 1 (no benefit) to 5 (great benefit)

- 4.266 colleagues in my department / unit
- 4.056 the way that I teach my classes
- 3.958 materials I select for my classes
- 3.917 my productivity as a teacher
- 4.211 my productivity as a scholar or researcher
- 3.887 quality of academic programs in my department / unit
- 4.300 quality of library resources and services at my institution
- 4.389 contact with colleagues at other institutions
- 3.030 opportunities to work on projects with faculty in other departments here
- 3.957 opportunities to work on projects with faculty other campuses
- 4.466 my access to information resources
- 3.522 my orientation toward research
- 3.781 use of and role of laptop computers
- 3.000 other 2 responses in this value

40. What kinds of problems or difficulties do you encounter using computers and other kinds of information technology resources at your institution?

scale: 1 (no problem) to 5 (major problem)

- 3.000 technical assistance / user support overall
- 2.507 availability of adequate software
- 2.471 support for software purchase / installation
- 2.778 support for software troubleshooting
- 2.571 support for software upgrades
- 3.116 availability of adequate hardware
- 2.914 support for hardware purchase / installation
- 2.586 support for hardware troubleshooting
- 2.906 support for hardware upgrades
- 2.521 network access / connection
- 2.217 access to student computer labs
- 3.147 access to technology-ready classrooms
- 2.776 incompatible computer systems / software
- 2.117 support from senior administration
- 1.435 support from my dept. for efforts to integrate information technology into instruction
- 1.667 support from librarians--finding and using computerized sources of information
- 2.532 incentives and rewards for innovation
- 2.451 the technology skills of students here
- 2.382 the technology skills of faculty here
- 3.368 funds to purchase or upgrade hardware
- 3.015 funds to purchase of upgrade software
- 2.836 access to CD-ROMs and multimedia
- 3.670 other (or describe difficulty)3 responses in this value

41. What kind of on-line resources from your institution's administrative information system would be useful for you?

scale: 1 (not useful) to 5 (very useful)

- 3.932 degree audit /student advising information (transcripts, records, etc.)
- 4.187 class registration lists
- 3.716 student advisee lists
- 2.086 optically scanned test scoring and reporting services
- 2.528 department budget data
- 3.667 other 6 responses in this value

V. General Recommendations

This section is reserved for open-ended comments on software, hardware, training needs, or the university's vision of computing and technology use.

Thank you for your participation in this survey. The data will be compiled and reported to faculty as well as used by the university in long-range planning efforts.

Comments from Faculty Technology Survey

ID No.	Item	Comment
01058	37	Yes, electronic imaging is becoming more and more important in all two-dimensional art areas.
01058	V	Most faculty complaints have been with regard to the need for more powerful computer or the need for more upgrade in memory. This has certainly been my own personal problem.
04004	37	In my field there is the development of information systems to handle the data from the human genome project.
04004	V	Things have gotten much better than they were 10 years ago when I broke down and bought myself the 1st computer for my office because I didn't believe the University would ever supply them. Right now I do feel that the University is always at least one step behind in the use of computers for instruction. For example, virtually all instructional software in my field comes out on CD-ROM now. But a year ago it was a big deal to get a CD-ROM drive here, one had to write a grant and be chosen as worthy. It would be nice if we could figure out how to move with the times and be more up to date..
04082	v	Faculty need more access to Laptops to take to meetings on business trips, etc.
07008	37	Yes, in chemistry, we have need for data acquisition and analysis software/hardware.
07008	v	Vision - overall skill level of student needs to be greatly improved. This could be accomplished by greater infrastructure (hardware, etc.) together with a comprehensive "net" which would require that skills build over the undergrad. career. - i.e., by curricular changes and the consequent level of performance expected of undergrads. Our emphasis, above all others, should be teaching student how to adapt to new information, technology, since this will be their most valuable asset post-UPS.
07009	37	Yes, data accumulation/processing.
07010	v	I am looking forward to the new "regime". In the past, what has been sorely lacking is vision. Rather than being led into the information age, we (the faculty and student) had to push the resources hard to overcome inertia.
07011	37	John, Raney, thanks for your efforts! Computer modeling and computational chemistry
07011	v	The chemistry department needs computers for laboratory data acquisition. It also needs computers (Power Mac's) for dedicated computer room for computer modeling/computation chemistry program to integrate into all levels of our curriculum.
07012	37	Yes, the chemistry department is introducing several laboratories which involve students in learning spreadsheet use.

- 07012 v In the recent past, several times I have been provided with communications software (i.e. - Eudora, TOPMAN, etc.) for use at home. However, it appears that at the time, the outside line system was not working, so that I was just wasting time.
- The university should ensure, before supplying such software that:
1. There is a good chance of it working!
 2. There is good advice on settings, etc. TOPMAN had a modem initialization routine which was not compatible with my suprafax modem, yet I had to find out the hard (and slow) way that this was the case.
- 07053 37 Quantum & mm calculation routinely computer manipulation / storage/display of spectral data computer assisted synthesis and analysis.
- 07053 V I need the ability to easily switch from chalkboard to overhead to CD-ROM display in order to take advantage of new teaching resources
A web site for my class would be great. All students need a computer, net access and fundamental training in word processing and spread sheets.
- 07070 37 The use of computers throughout the chemistry discipline will involve numerous initiative (high powered computers for structural modeling in advanced courses, data acquisition in freshmen labs etc.
- 08049 37 I'm not sure what a discipline-centered initiative is. In my field, programs/data bases were initiated by people from the field itself, not from computer folk.
- 08049 v I find the computer staff here very supportive and patient, but my connection w/them occurs only when I have a problem with the computer. I hear about the wonderful advantages of the "NET", of different computer programs and data bases, but I really don't know how or have not taken the time to learn more. I've passed up workshops, because of lack of time and my own skepticism reliability of the computer (e.g., I doubt e-mail, my Univ.Comm.doc has simplified my life). Yet, I also sure I'm missing opportunities. More than anything else, I'd appreciate the chance for a one-on-one discussion in my office, before my computer, with the computer staff to try to figure out whether and where I should direct energies with respect to comp. tech's.
- 09040 v I believe it would benefit the university greatly to subscribe to a full-text information service like Lexis/Nexis. I realize it is expensive, but the benefits to student and faculty research would be great.
- 09041 37 Yes - distance learning - implication of mediated communication on comm. instruction.

09042	37	Examination of the impact of e-mail on interactions/communications.
09042	v	<ol style="list-style-type: none"> 1. Upgrades/software problems - turnaround is <u>slow</u>. 2. Training/support for WEB access Creating home pages. 3. Ensuring student access to computers for class assignments.
09073	37	I run an informed distribution list in my field of study.
09073	v	I am pleased with the work of Tom Aldrich, Darrell Robertson and his crew, even though we've had some persistent software and connection to network problems.
		I'm pleased w/my hardware but it's impossible to keep up w/new technologies.
		I would like support for word-processing programs (e.g. - WordStar for Windows) other than Word.
09074	37	Bibliographic resources, data bases; Internet resources
09074	v	This faculty overall, has made great strides in the use of computer support technology. It is my impression that the degree of use is limited - Faculty will not likely use more instructional software that is available until there is a constant, coherent, and persuasive training policy which shows the way and gives hands-on success experiences.
		The materials available are almost limitless for many courses; the hardware and software tools to access, design, package, present, and largely unused even when available. Faculty need rewards: time, \$ support (not necessarily salary or grants, but covered expenses for taking training), recognition, encouragement in order to make steps forward.
09075	37	Yes - computer workstation for scenery/costume/lighting design
09075	v	Needs support for training on complicated new software, i.e. computer assisted design programs, etc.
10001	37	Yes! Newsgroups & homepages at universities and professional associations

10001	V	Increasingly, we will need access from home offices to e-mail and the full range of internet services. The modem line access is a disgrace for both students and faculty. Buy a second vax if necessary to elevate our system to national standards of "comparable" institutions. The university support for faculty training is overstressed and underfunded. When I have to solve problems (software mostly) by using students and family, something is wrong. Set up a formal program for using students to train faculty & other students. Give them activity credit. Add more support staff for computing and support the training of our existing staff. Support for faculty should include home computers (purchased by the faculty member) that are used for university instruction and professional growth. Thanks for the survey! Someone finally bothered to ask important questions.
11043	v	This survey needs work.
11045	37	Yes, please do.
11046	37	I'm sure this will occur - but I don't know what form.
11046	v	We've come a long way in 10 years - ACAD Comp Svcs deserves lots of credit.
12036	37	There are a number of initiatives that could arise from Education given the role of technology in public education.
12036	V	There seem to be 3 major hardware and software concerns. The first two are related: (1) Continued access to the internet from office and house at the highest data transfer rates. (2) Sufficient machines in the office to support activities in #1 (3) Feasible electronic classrooms, particularly projection systems.
12037	V	I have access to Lexis Nexis through another source and find it wonderful. It's always my preferred research tool. I use it several times every week. We should have such a thing!!!
12039	37	I see education related projects involving students in wide geographic areas involved in data collection & sharing.
12039	V	(1) Would like to see continued efforts to create several additional electronic classrooms across campus. (2) Upgrade student lab to machines which are quite powerful- perhaps replace every 2-3 years. (3) Upgrade faculty/staff computers so that reasonably current software can be utilized.
13060	37	If I understand this phrase correctly, I refer you to current work in English studies that explores how computers are affecting document design, collaborative writing, and our working notions of textuality.

- 13060 V I want to compliment Tom Aldrich for doing a great job. He has always been responsive and helpful and I think hiring Raney Ellis is one of the best moves this school has ever made. As a woman who uses computers a lot, both as a tool for composing and as a focus for her own research. I get frustrated by not being able to get quick answers to unusual and arcane questions about software I'm using (latest version of word, for example) or html (which I want to learn so I can have students write and design homepages) or what's on the web. I know that my frustration is unfair, but nonetheless I feel it. And, I really think this campus would benefit from having a computer-based writing design studio (an electronic classroom just for writing) I'd like to teach regularly in such a space. These are my off-the-cuff responses, and I'd be glad to talk more in person.
Thanks for making this effort
Sarah Sloane
x3413 sloane@ups.edu
- 13061 37 Using texts on cd-rom for textual analysis & generative concordances
- 13061 V would like to see more development of technology for the Humanities.
- 14047 37 Yes, need use of a good scanner w/FL capabilities - and other things in Media Center - AL is slow and very hard to work with.

Use of CD ROM and other tech. for CAI Inc., interactive software w/voice will be useful for language lab week n Foreign Lang. instruction. Would also like more access to research tools for upper level courses.
- 14047 v This survey had too much jargon - always explain terms carefully!

My needs right now:
Foreign Lang. capable scanner so I can put in articles, etc.
Much better access from home - and not through NW Rainnet!!
Any way to provide "Ethernet" type service off campus (or at least allow lots more users)?
My needs someday:
Classrooms with ability to use high-tech stuff and training for us to use it.
- 14048 37 Interactive Multi-Media in programs in Language instructions.
- 14048 v The immediate problem is that I do not have all of my colleagues on e-mail, because of some difficulty with network connections to the "tower" in the library. Hence, I cannot rely on e-mail and have to continue to use voicemail. The bigger problem (long-term) is that there are too many channels of official information. Every morning I have to check campus mail, voicemail, and e-mail. If E-Mail could be used for all official communications, that would be great.

- 14050 v I'd like to envision the following in the near future:
 More hardware/software support for instructors (full-time, non-tenured track)
 Training and support for faculty re: technology used in classroom instruction
 Update of hardware equipment (some of us do not even have a printer and the one in the department is not compatible (computer is PC Dept printer is MAC) more frequently.
- 14077 37 CBT - learning foreign languages!
- 14077 v Machines have to be replaced more quickly and replaced with more powerful machines. For professors interested in developing, an army of work-study student, staff consultants should be made available. It is as preposterous to expect professors to actually write programs as it would be for the registrar to enter data, design software. We professors are content experts not programmers, not graphic artists. Prof's need to be teamed with developers/programmers! More academic computing support staff, fewer administrative computer support staff.
- 16015 37 H-NET and H-ASIA are services that link historians in my field of East Asian history.
- 16015 v Make sure that technical staff can fix problems and will not create new ones. I dread the visit of my dept's troubleshooter, who never has been able -- despite great effort--to make it possible for me to use the CG Times font; moreover, adjustments always seem to result in inadvertent alterations of default settings, so I have to call again for help or go through confusion.

On the other hand, I think the technical staff are terrific, also quick to come when needed.

E-Mail has lots of silliness: Why does it have an "error" at least once a day? Why are there times when one cannot get into it?

Do we have an E-Mail directory for students? I am sick and tired of receiving sophomoreish message from students intended for a student who has the same last name as I do and has the same initial letter of the first name. Friends guess at her address and send me items I regard as frivolous. Are such messages tying up the E-Mail? Sometimes these messages offend me. Whom do I sue for "hostile environment"--the University?

- 16016 37 WEB sites for history of Science syllabic, news groups, on-line books

- 16016 v On-line library catalogs are the most important for me; as web sites put more things on-line for down-loads, it will be easier and cheaper to share instructional resources; a lot of what computers do is give “automated secretarial support - I do remember typing syllabic on a Olivetti. I have moved to keeping student records in a contact data base - my evaluations are better documented and I can track students more closely.
- 16052 v This questionnaire is much too long.
Here are the messages that I really want to send you:
1. I want an email system that I can get into after 10 am. Right now I’m blocked out most of the time. To me, that’s like having a key to my office door that only works half the time-
2. When I receive new hardware/software, I want it to come at the beginning of the summer (when I have time to learn how to use it). And I want it to be fully installed and fully explained. Right now the stuff is just dumped on my desk (w/much of the software and some of the hardware still left in the box). No one tells me how to use it, and I’m not even given instruction manuals so I can try to puzzle it out myself - I’m forced to wander the corridors hoping to find a faulty colleague who can take time to help me - So, for example, Don Share installed by CD audio cable and taught me how to get my CD Drive up and running.
- What’s crazy about all this is that I now have 10 times the computer I need and no instruction on how to operate it. The university could have saved a lot of money by just leaving the old 386.
- 18024 37 A need for more electronic classrooms and computer labs.
- 18024 v There needs to be more support for technology in the labs that are used for instruction. For example, C5158 has a class limit of 20 and is usually full. The lab has 20 computers that are rarely all working, or are insufficient to run the software for the course. Other computer classes have had to wait too long for software necessary for the class. Hardware/software needs for CS classes must have priority--without it the course is seriously undermined.
- 18026 v A name server for the university would enhance our mail server. Someone off-campus can’t get an email address unless they know the email address already!!!
- Integrate to outside world better (educate). Not everyone uses WORD etc... I don’t expect everyone to use what I use but if I send a document to someone at another university I make sure it’s in a standard text format that everyone can view/read (like postscript). That should be on campus policy as well.
- 18071 37 I’m not sure what this means. Clearly, computer science is inextricably related to computer technology. w/ mathematics, computer technology is important, especially in the statistics courses I teach

18071	v	In general the problems I see are: NetWorking: Some access to systems/devices is awkward or nonexistent. This has improved a great deal for me this year, but there is much left to be done. Instructional Labs: I teach regularly in the Labs, maintenance & upgrading of Lab hardware/software is a continuing problem Electronic Classroom: The current examples on campus are a start, but clearly after thoughts in classroom design (especially wiring!) the new library room is a vast improvement and a good model OIS Support: This is getting better, but I often feel sometimes that the staff is overworked and my problems simply add to an impossible work load for them.
18072	37	Eventually we will have to center on a dept. strategy for computing in our field.
18072	v	Not a recommendation, but a commendation. I am now optimistic about the future - progress is being made and systematic planning for the future is in motion. Great!
18080	v	We need to have classroom(s) equipped with computers and projection system like library 110 that are used only for instructional purposes. Why aren't we serving up our software in the labs from the server instead of on each individual hard drive? This way we could monitor its use & control its modifications.
19027	37	Yes - music is way behind - semesters include beginning/simple user of electronic classroom - or more accurately computer display for teaching. More self-paced curriculum in music theory. Integrating visual and oral in music curriculum.
19029	v	This survey is too time-consuming to complete!
20017	37	Interactive video health simulations; computer access for people & disabilities.
20017	V	I'd like to see an organized initiative among faculty to promote the development of instructional software. The new hardware in a-v in the library sounds great- but that's a necessary but not sufficient condition for it to happen . Instructional software is a time intensive investment, but it can bring great instructional rewards for students & faculty. I'd like to see more school efforts, more coordination of expertise.. I understand there is a few projects on campus, but we are fragmented.
20018	37	What is the question?

20055	V	I have to say that there are very positive sides to the easier access to information-Downside has to do with less frequent face to face communication Sometimes I feel that time has been speeded up to the point of feeling overwhelmed. Sometimes I think that all this information doesn't necessarily promote wisdom. Just some subjective thoughts about the new age we have all jumped into. Some kicking & screaming. Some with eagerness but all of us have been impacted
20069	37	Yes - no time to explain
20069	v	Please see my notes along the way. If additional info is needed feel free to call me for follow up x3503 - Ron Stone
23021	v	No matter what my software, hardware or training needs have been, I have always received outstanding support and service from Kathy Gordon.
25030	37	No
25030	V	(1) Upgrade all dept. computers to a minimum of 12 megs to avoid frustration. (2) Improve access to network. It is down too much to be trustworthy tool. (3) Upgrade all IBM software to win95 a far better operating system than win 3.1.
25031	37	Global ipe seminar-through internet
25031	V	More sessions for faculty on law to use programs/computers-info-technology.
25051	v	More laptops! One per department at least!
26034	37	Statistical computer training is becoming a norm in undergraduate psychology curricula. Electronic journals & specialize discussion groups are growing.
27056	37	Just discussion groups and putting canonical texts on CD-ROM.