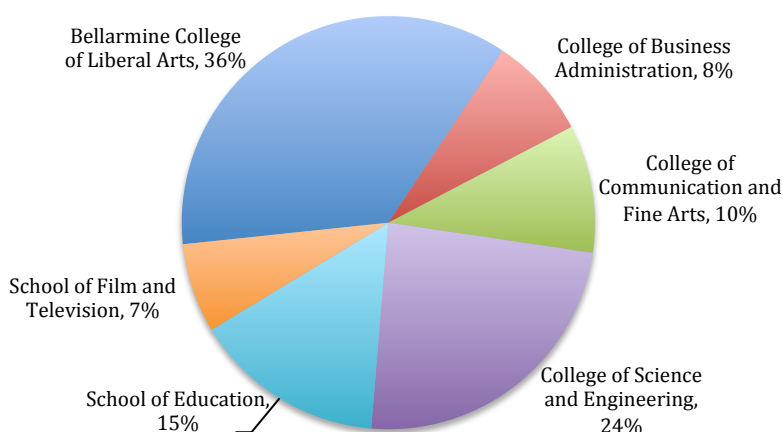


# Faculty Survey Results

## Demographics – Faculty

All six Colleges and Schools were represented by faculty (n =225) in this survey, and were generally comparable with their percentages of the overall faculty community at LMU within a few percentage points. CFA did have significantly fewer faculty participate than their overall number (20% of the total faculty population compared to 10% who took the survey). CSE did have more faculty who participated in the survey than their overall representation in the faculty (24% took the survey compared to 15% of the total faculty population).

**FACULTY PARTICIPANTS BY COLLEGE/SCHOOL**



The data in this report represents the following academic departments:

- **BCLA:** African American Studies, Bioethics, Chicana/o Studies, Classics and Archaeology, Economics, English, History, Modern Languages and Literature, Philosophy, Political Science, Psychology, Sociology, Theological Studies, Women's Studies
- **CBA:** Accounting, Computer Information Systems, Finance, Management, Marketing
- **CFA:** Art and Art History, Communication Studies, Dance, Music, Theatre Arts
- **SOE:** Doctoral Program, Educational Leadership and Administration, Educational Support Services, Elementary and Secondary Education, Language and Culture, Specialized Programs in Urban Education
- **SFTV:** Animation, Film and Television Studies, Production, Recording Arts, Screenwriting
- **CSE:** Biology, Chemistry, Civil Engineering, Computer Science, Electrical Engineering, Mathematics, Mechanical Engineering, Natural Science, Physics
- **Other:** Department of Aerospace Studies

For the primary position, faculty held Tenured/Tenure Track made up the majority of the faculty who took the survey (58%), with Adjunct or Lecturers representing 27%. The other was a combination of Clinical Full-time (4%), Visiting Professor/Scholar (7%), Department Chair (3%), and Dean (1%). Other faculty include: Professor in residence and a Center Director (1%).

## Technology Access

**At Home.** All faculty stated that they had access to a computer at home (n= 225). Only 2 (1%) had dial-up internet at home, and 5 (2%) had no internet connection at home. The vast majority (97%) had high-speed internet connections at home. Almost 40% of faculty has multiple computers at home, and home computers are a mix of both Apple and Windows operating systems.

### FACULTY COMPUTERS AT HOME

Laptop	177	79%
Desktop	113	50%
Netbook	12	5%
Multiple computers at home	83	37%

### FACULTY OPERATING SYSTEM USE AT HOME

Apple OS ONLY	94	42%
Windows OS ONLY	105	47%
Both Apple and Windows OS	25	11%
Other OS Platforms*	15	1%

\* Responses included iPad, Linux, Unix, Ubuntu, iPhone, Android phone, Bootcamp, Solaris, Tablet

**On Campus.** Six faculty, all identified as “Adjunct/Lecturer” stated that they did not have access to a computer at work. Many fewer faculty noted they had an LMU laptop (32%) and no faculty had an LMU issued netbook.

### FACULTY COMPUTERS AT LMU

Laptop	73	32%
Desktop	173	77%
Multiple computers	39	17%
No computer at LMU	6	3%

### FACULTY OPERATING SYSTEM USE AT LMU

Apple OS ONLY	85	38%
Windows OS ONLY	116	52%
Both Apple and Windows OS	16	7%
Other OS Platforms*	12	1%

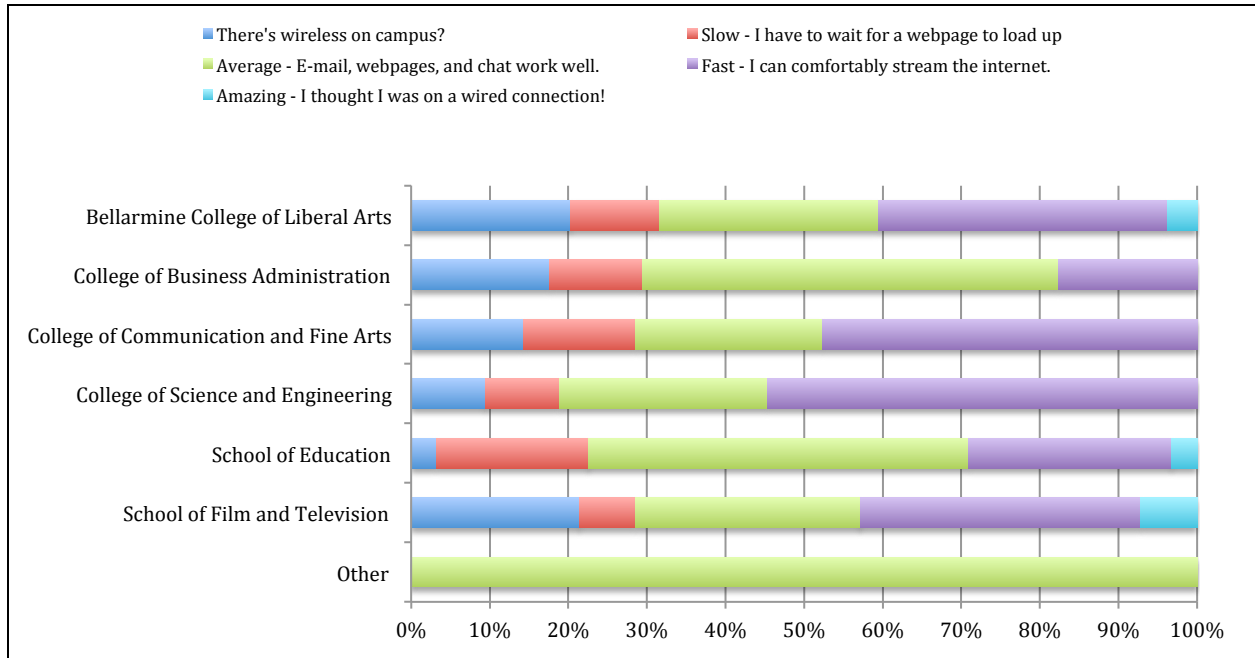
\* Responses included iPad, Linux, Unix, Ubuntu, iPhone, Android phone, Bootcamp, Solaris, Tablet

**Mobile Devices.** Of the faculty who answered if they had a mobile device capable of full web browsing (n=222), 127 faculty have a “smartphone” (57%). Another 14% are planning on purchasing a “smartphone” within the next 12 months, and 30% do not have one nor plan on purchasing one.

### Wireless Access/Speed on Campus:

Faculty were asked to rate their wireless experience on campus. Overall, faculty are satisfied with wireless access on campus, with a majority rating it as at least average if not fast or amazing. However, more information about wireless technology does need to be shared with faculty. As seen in the graph, upwards of 20% of Liberal Arts and Film and Television professors are unaware of the fact that wireless exists on campus.

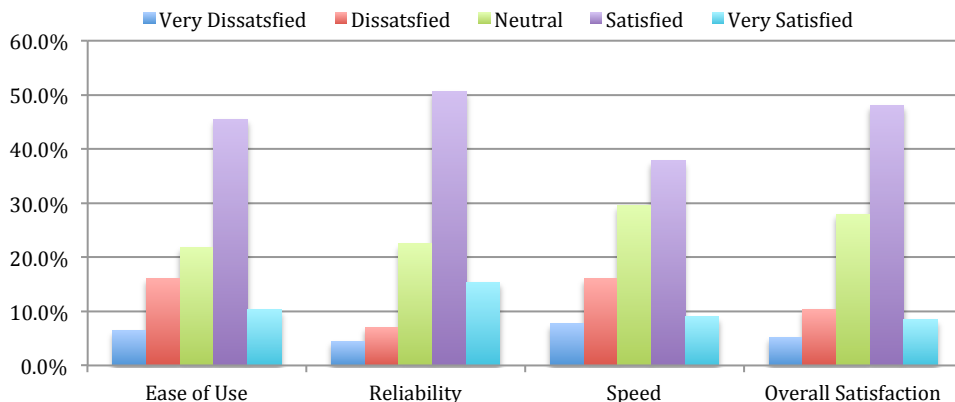
#### HOW WOULD YOU RATE THE WIRELESS CONNECTION ON CAMPUS?



## MYLMU Connect

**Usage.** 70% of faculty (n = 157) stated that they had used MYLMU Connect (Blackboard LMS) for their courses within the last year. Only 1 faculty member was unfamiliar with MYLMU Connect.

### SATISFACTION LEVELS WITH MYLMU CONNECT (BY PERCENTAGE)

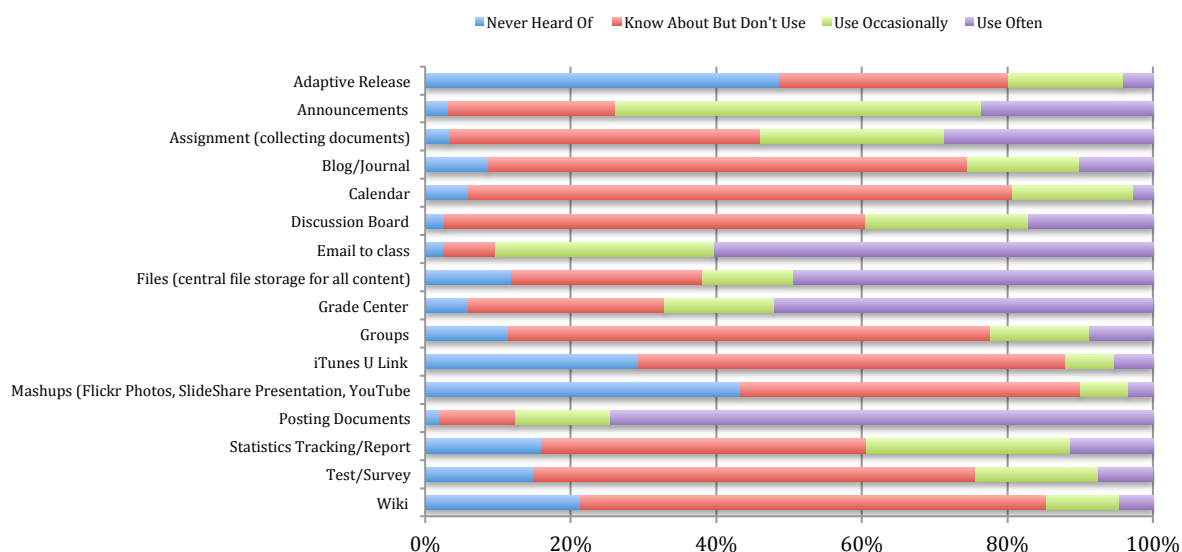


Slightly more than half are satisfied or very satisfied with: Ease of Use (58%), Reliability (66%) and Overall satisfaction (56%). Faculty were less satisfied with the speed of MYLMU Connect, only 47% of satisfied or very satisfied. There were a large number of Neutral responses, ranging from 15% to 28%. Speed marked 31% as dissatisfied or very dissatisfied, which is clearly the top area for analysis and improvement.

In 2009, faculty reported the following response rates of satisfied or very satisfied: Ease of Use (43%), Reliability (49%), Speed (36%), Overall Satisfaction (38%). Although there is still room for significant growth, the figures show an improvement of at least 10% across categories over the previous year, with Overall satisfaction improving 18% over the past year.

The most common used feature of MYLMU Connect is Posting Documents, Email to Class, Grade Center and Files Storage. The least used features include Mashups, iTunesU Links, and Adaptive Release. Most faculty had not heard of Adaptive Release (which is the ability to require students to view or do things before moving to another section).

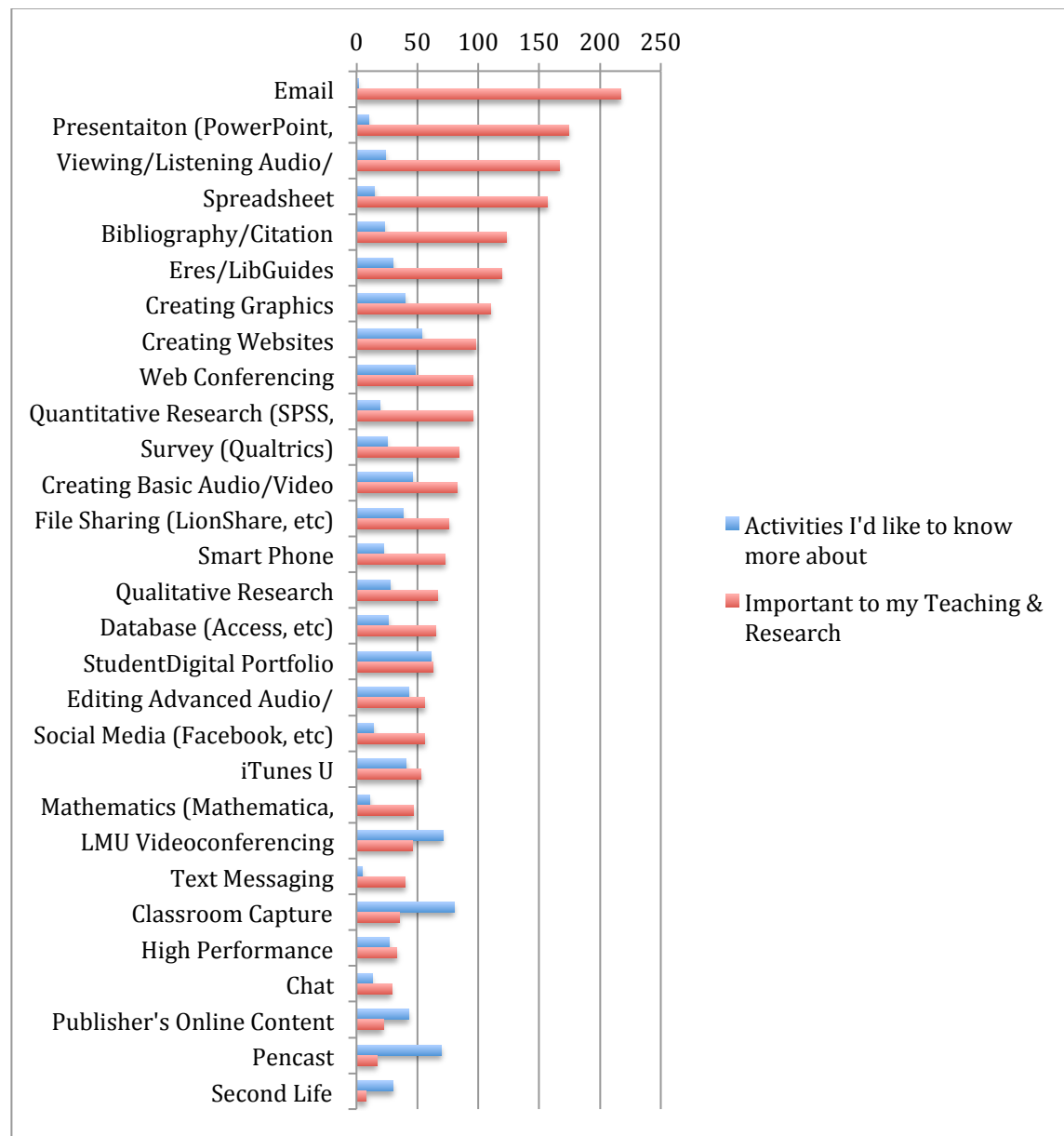
### MYLMU CONNECT FEATURES BY USAGE



## Importance & Interest to Teaching and Research

Faculty (n=184-225) were asked to rate how important the technologies listed below are to their teaching and research (5-point scale from Very Important to Very Unimportant). The results below show how many professors rate each technology as Important or Very Important to teaching and research. Email, Presentation tools, Viewing Audio/Video, Spreadsheets and ERes/LibGuides are the most important, while SecondLife, Pencast, Publisher's Digital Content, Chat/IM, and High-Performance Computing are the least important tools to professors' teaching and research.

**Activities I'd Like to Learn More About:** The purpose of this question was to better gauge faculty interest and accordingly plan workshops and training on high interest technology-based activities. Faculty are most interested in learning about Classroom Capture, Videoconferencing, Pencasting and Student Digital portfolios are the activities most interesting to faculty.



## Academic Technology Support

54% of faculty have participated in an LMU academic technology event, training, workshop, or seminar. (n=224)

Of those that did not, these are the reasons:

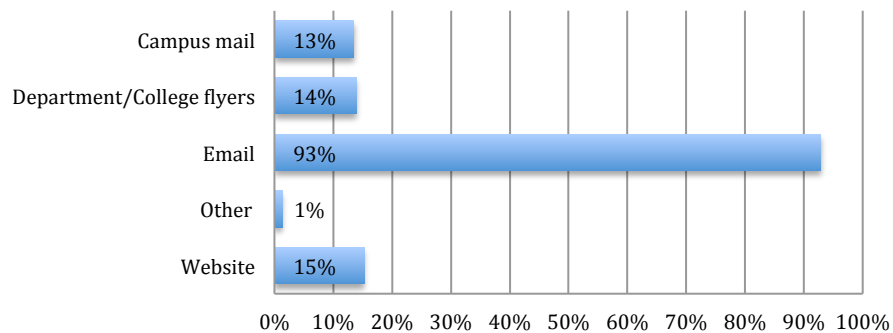
- Scheduling Conflicts: 48%
- Workshop/training/event topics not of interest: 28%
- Did not hear about opportunities: 14%
- Other\*: 10%
- Location: <1%

\* Other

- Time offered conflicts w/ other events
- Lack of interest
- Uninterested
- Time limitations
- I attended many last year
- Lack of time
- On sabbatical
- Not needed for my work
- Didn't need the training

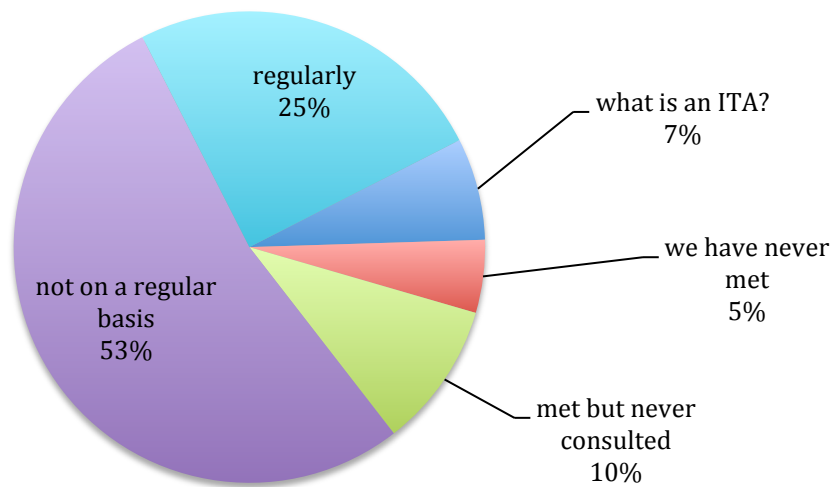
### How would you prefer to hear about faculty academic technology professional development activities?

93% of faculty prefer to receive notification of academic technology professional development activities via email. (n=223)

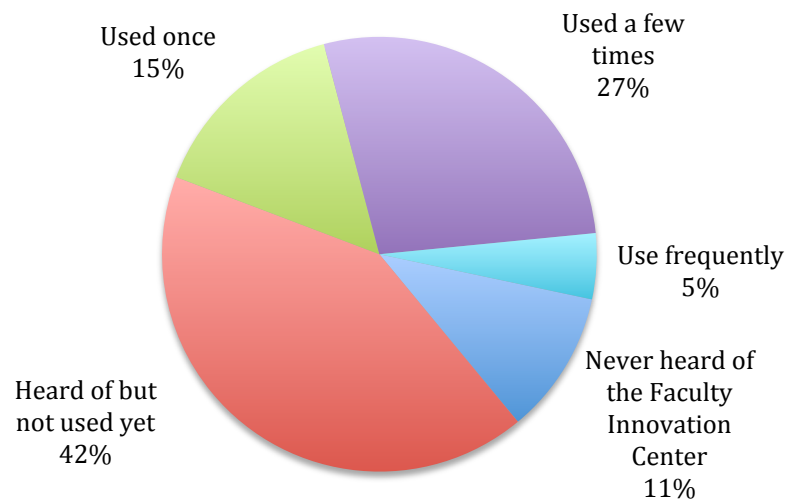


**Do you ever meet with your College's Instructional Technology Analyst (ITA)? (n=225)**

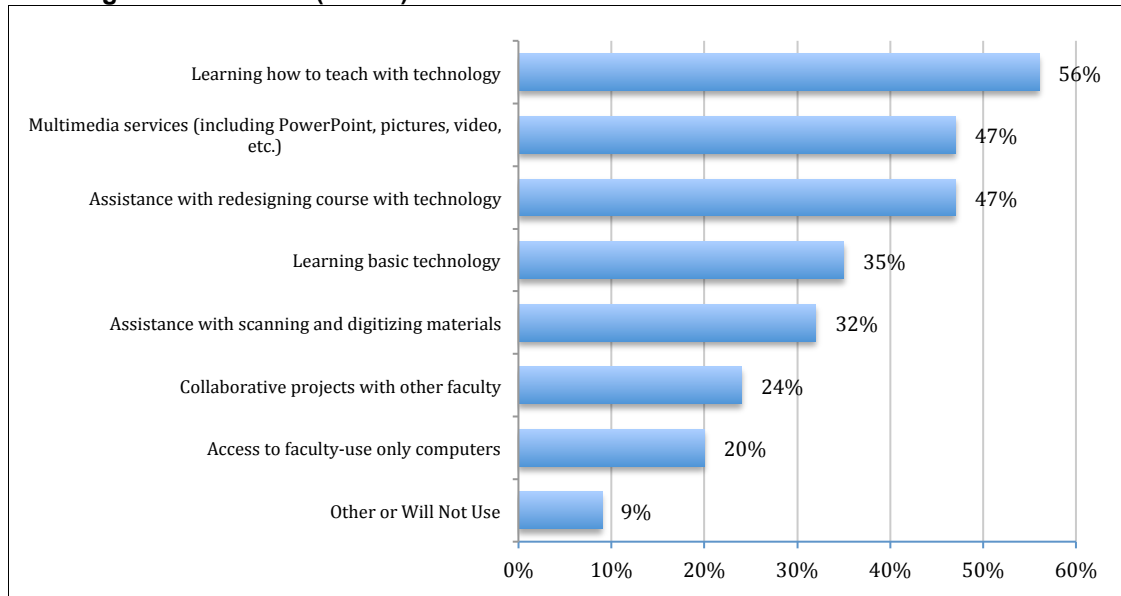
For analysis by college, refer to Snapshots section.



**Have you used the services and technologies in the FIC? (n=225)**



**How do you see yourself using the Faculty Innovation Center in the coming year to advance your teaching and research? (n=192)**



Other responses include:

- Creating original multimedia platforms
- Viewing new technology available to faculty and brainstorming with ITA
- Not sure
- Investigating ways that technology can help me be more productive
- I want to use lecture capture
- Using technology to do research

**Faculty were asked to comment on the Faculty Innovation Center. The following are the four most frequent comments:**

- It makes the faculty commons area too noisy
- Need workshops on website design
- Need more workshops, in general
- Need MS Office help (training/handouts/shortcuts)

Selected comments:

“Sometimes I know the tools are there & am interested in using them, but I'd LOVE to see how other faculty- especially in my college or department- are using them in courses. A session when faculty would demonstrate, for instance, how they used a Blog in their class would really help me to realize the potential of these tools. Or even if an IT member could show examples from courses of others; that would be really helpful.”

“Don't know if there's another spot to write this, so I'll put it here. The FIC is one of the best things IT has ever done. LMU just has to figure out how to give faculty plenty of time to utilize all it has to offer.”

**Faculty were asked to choose one priority for Academic Technology. The following are the four most frequent comments:**

- Provide training/workshops for faculty
- Improve current and add newer technology (includes revising RMP schedule)
- Improve Blackboard/MYMU Connect
- Developing online or hybrid courses



Selected comments:

"We are given two web based programs to use in the SOE, LiveText and MyLMU Connect. I have used MyLMU Connect infrequently because of the grading rubrics connected to LiveText. They both seem to be competing with each other. I would hope that an all in one comprehensive site would be developed for a more efficient use of the instructor's time."

"The current version of Blackboard is atrocious. Almost every single one of my students has complained about problems in using it this semester. I've used Blackboard for the past five years at another school. We've gone through two different versions of it in that time. Both were radically better than this version. It is the least user friendly version. Things are buried in submenus and even when one finds them, e.g., submitted assignments, they are badly laid out, such that it takes more time and energy to use Blackboard than it would to have them email me their assignments individually. Given how important having a resource like this is for a course, it seems crucial that LMU have an online course site available that will actually support the learning. I don't think that I will ever again use this version of Blackboard in teaching my courses. I'll see if I can do it through google or simply not have their materials available to them electronically. I realize that changing over can take a lot of work, but if you could at least make the old version available for next semester while you find something that actually works, that would be much, much better."

"This survey does not address the critical and essential issue of having hardware that is new enough and powerful enough to run all of these applications. My two year old computer is useless for the applications that I need. The University must have a shorter replacement policy timeline to keep up with what the demands of academic technology are. My suggested priority is that our laptops or desktop computers are replaced no later than every 2 years."

"As faculty I need some protected time (i.e., course release or summer grant) to focus on learning and incorporating technology into my courses; as it stands, I don't have time."

**Faculty were asked to provide other comments about ITS or technology at LMU. The following are some selected comments:**

"I've been very, very happy with IT at LMU. You guys really outshine a lot of other places where I've worked."

"Students need to have their own third level domain name and web hosting service in lmu in their later years. / / I have tried to ask them to pay a small amount for external web hosting, but a few people willing to do it."

"Please overhaul email services, MyLMU, and MyLMUConnect. They're all clunky, unreliable, and not fully compatible with Mac applications. It is very annoying that I have to access email through Outlook, which is a terrible program."

"This questionnaire slid from teaching and research to teaching only. It seems to me that a good many faculty do research that doesn't fit into the parameters addressed."

"It has improved significantly in the last 4 years. Excellent or near excellent in almost every way. I feel like this is a really critical issue...the students have come to see the faculty as the "illiterate" ones in terms of technology. We need to stay on the cutting edge. But it is very easy to get into the mindset that "it's too late for me" or it's too time consuming or too much trouble. It requires a fair amount of hand holding, which I have the feeling LMU understands and is willing and able to do. I look forward to transforming my teaching in the coming year or two through the assistance of others dedicated to just such professional learning."

“Why is there no Adobe Professional for people to use on their computers at home. This is a necessary piece of software - professors are expected to do so much work at home. / Why is it not transparent what is available and what is not? What kind of new services are offered (like the chat), etc.?”

**Faculty were asked to comment on their Instructional Technology Analysts. The following are some selected comments:**

“Outstanding support. Always patient, always anticipating my needs and introducing me to new ideas / technologies that can enhance my instruction. I'd be lost without this support.”

“I have been fairly frustrated with technology since arriving here. I came from a school that had much better technology and it has been tough, especially given the busyness of the semester, to find time to figure out how to deal with things. My ITA's response has largely been that I should call the IT help desk, though my ITA has also been quick at responding and willing to try some things. It seems like there are some problems with clear specificity about what is the province of IT and what is the province of the ITA.”

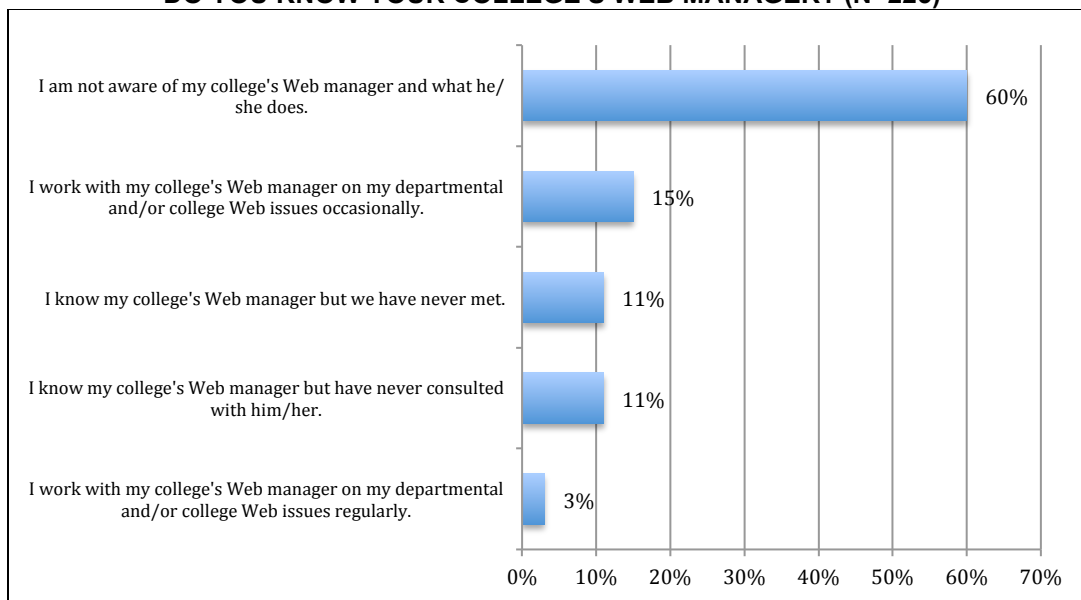
“ITA group needs to forget the disciplinary distinctions and go with skills-based assignments. The technology we use already challenges the divisions between humanities, social sciences, sciences, arts, etc. So why use this old method of specialization when the technology supports a multidisciplinary approach? I would prefer to be assigned to the ITA with the skills I need/want/have interest in.”

“I see ours spending too much time troubleshooting basic computer issues that I feel should be handled through the helpdesk, not by the ITA, who really should be focusing on instructional issues, not hard drives that have crashed, basic software and hardware issues, etc.”

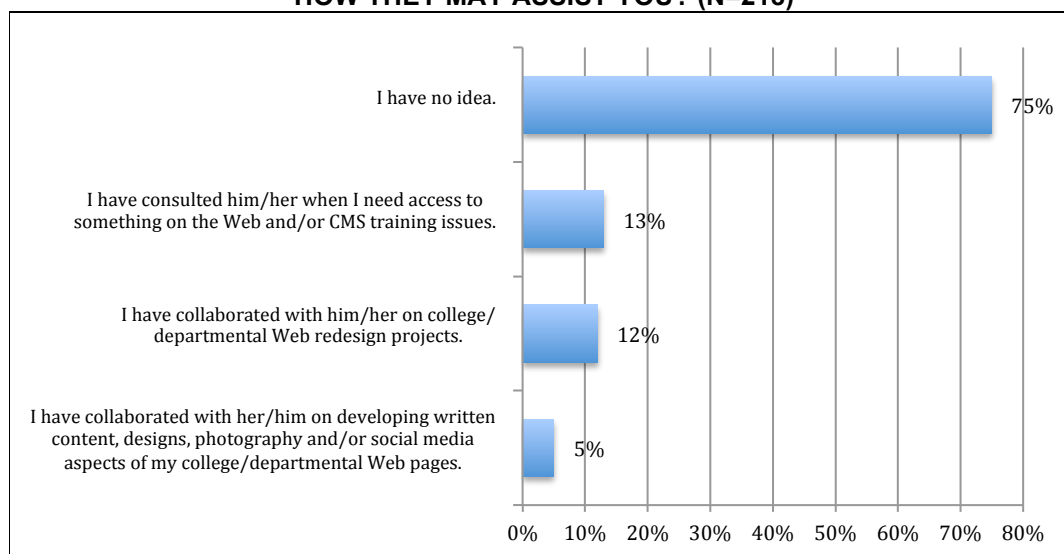
## Web Services

60% of faculty are not aware of their college's Web Manager or what he or she does. 75% of faculty have no idea what the Web Manager's role is or how he or she may assist them. (n=225)

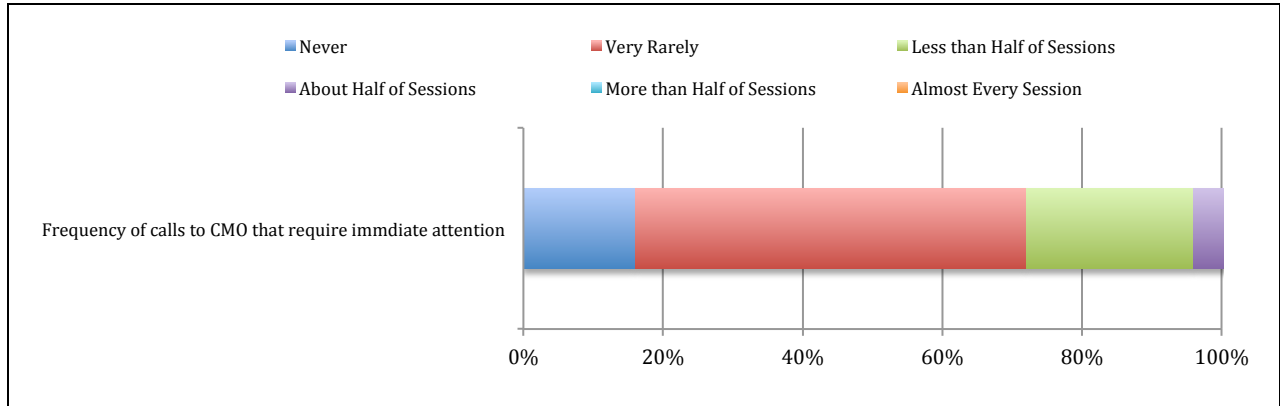
### DO YOU KNOW YOUR COLLEGE'S WEB MANAGER? (N=225)



### DO YOU KNOW YOUR COLLEGE WEB MANAGER'S ROLE AND HOW THEY MAY ASSIST YOU? (N=218)



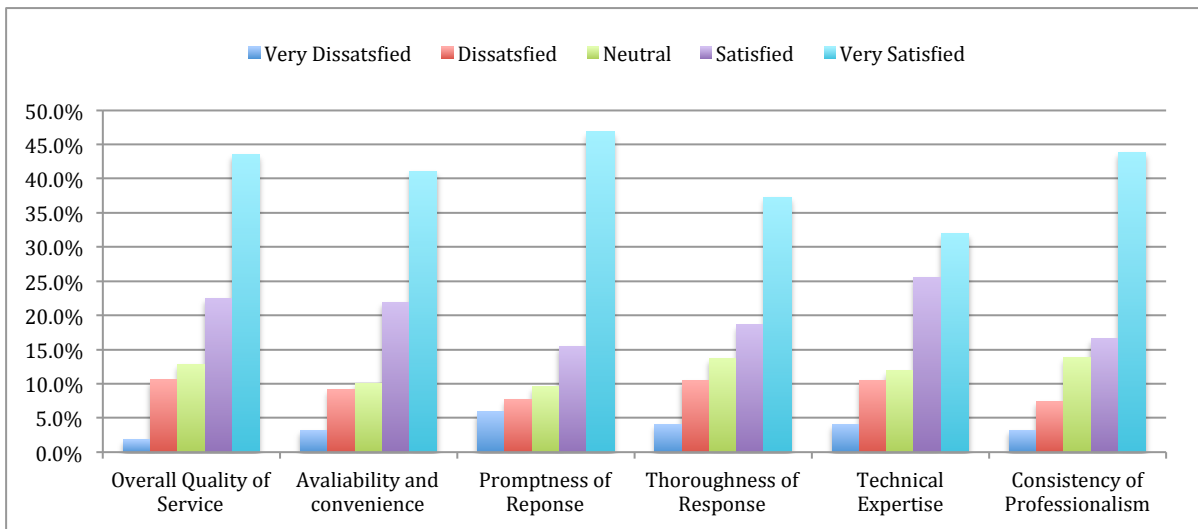
## Classroom Management Office



72% of faculty never or very rarely report problems during their class sessions that require immediate attention.

24% report problems for less than half of their class sessions that require immediate attention.

### HOW SATISFIED ARE YOU WITH THE CLASSROOM MANAGEMENT OFFICE?



Overall, 66% of faculty were satisfied or very satisfied with the quality of service from CMO.

Of the services listed in the survey, the following services received less than 44% satisfaction rate and should be targeted for improvement:

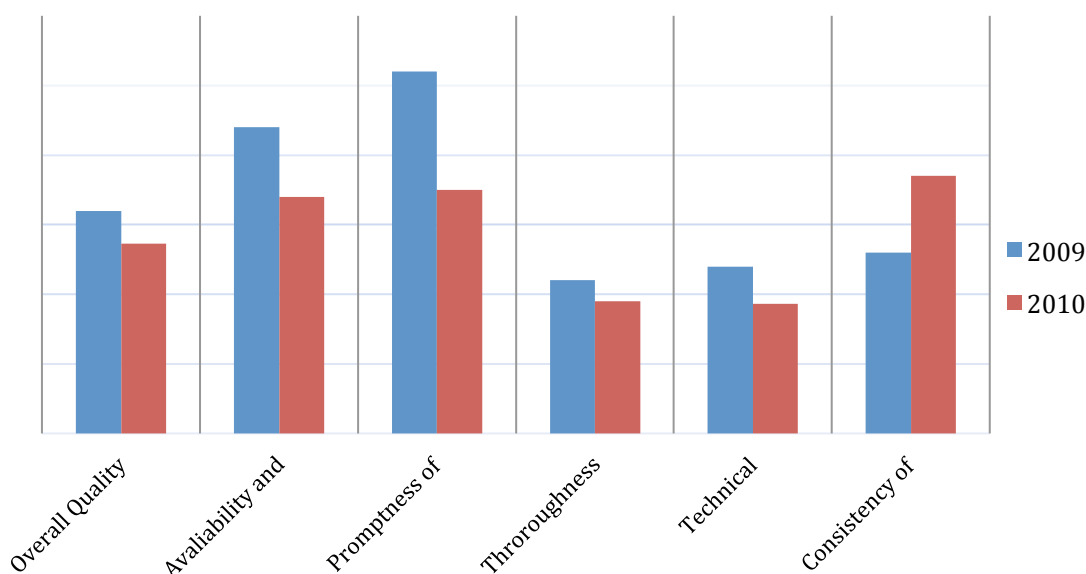
- Consistency of Professionalism
- Technical expertise of response
- Thoroughness of response
- Availability and convenience

Faculty are most satisfied with CMO's Promptness of Response, with 62% responding Satisfied or Very Satisfied.

## Overall Quality of Service

The following table and chart represent the mean data (1=Very Unsatisfied, 5=Very Satisfied) for the quality of service provided by the Classroom Management Office over the past two years.

	2009	2010
Overall quality of service	4.05	3.97
Availability and convenience	4.15	4.04
Promptness of response to your initial request	4.25	4.05
Thoroughness of response	3.98	3.89
Technical expertise of response	3.92	3.89
Consistency with staff capacity and response to issues	3.98	4.07



In 2010 Classroom Management Office marked a small dip in overall satisfaction from 2009 and some decreases. Classroom Management has made improvements in their consistency of service over the past year.

## Help Desk Usage by Faculty

Overall, 180 faculty prefer to contact the helpdesk by phone and/or (124) email. The least preferred methods of contact were online chat, walk-in, and web form. Similarly, faculty have historically contacted the Help Desk via phone or email. (n=222)

Have you ever contacted the helpdesk? (366 responses from 222 faculty; n=222)

Via Phone (at 310-338-7777)	193
Via Email (at helpdesk@lmu.edu)	150
Via Online Chat (available at <a href="http://its.lmu.edu">http://its.lmu.edu</a> )	9
Never Contacted	14

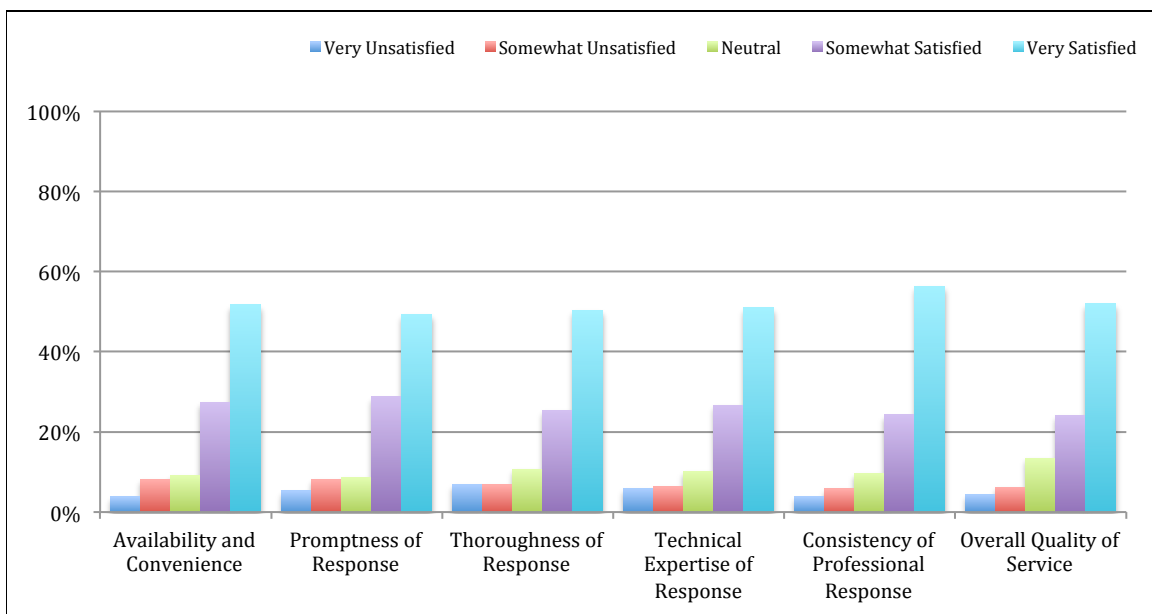
Overall 76% of faculty were satisfied with the quality of service from the Help Desk.

Of the services listed in the survey, the following services received less than 70% satisfaction rating and should be targeted for improvement:

- Consistency with staff capacity and response to issues
- Technical expertise of response

The following services received satisfaction ratings between 75-80%.

- Thoroughness of response
- Availability and convenience
- Promptness of response to initial request



## Overall Quality of Service

The following chart represents the mean data (1=Very Unsatisfied, 5=Very Satisfied) for the quality of service provided by the Help Desk over the past two years. Each benchmark has improved over the past year, with 'Consistency with staff capacity and response to issues' improving the greatest from a mean of 3.73 to 4.23.

