

DATE: January 16, 2004

TO: Dr. Peter Nickerson, Chair of the Faculty Senate

FROM: Dr. Joseph Zambon, Chair of the Faculty Senate Facilities Committee

SUBJ: 2003 Faculty Survey of Instructional Facilities

The Faculty Senate Facilities Committee has reviewed the 2003 Faculty Survey of Instructional Facilities (attached) and submits it to the Faculty Senate. The report contains the survey, rank ordering of survey results by category, and the faculty comments.

In reviewing the results of the survey, the following points should be noted: (1) the data is the result of faculty self-report. That is, the survey was available to the entire faculty but data was received from a self-selected subset of faculty; (2) the data reflects a single point in time, in this case, the spring semester of 2003; (3) there have been changes in the reporting of classroom maintenance issues since the survey was performed. The University has re-instituted the practice of using students to evaluate classrooms using a detailed checklist. As of this date, 93 classrooms have been evaluated resulting in an approximately equal number of work orders for items such as burned out lightbulbs, stained ceiling tiles, and broken window blinds; and, (4) the university continues its current practice of painting classrooms on a biannual basis, replacing broken desks and podiums, making technology upgrades to technology equipped classrooms; and, over the past few months, has expanded the number of technology-equipped classrooms.

As indicated on "'03 Faculty Survey of Centrally Scheduled Instructional Facilities (All Survey Items Sorted Worst to Best)", the items which scored worst (less than 3.0 = neutral; 2.0 = disagree; 1.0 = strongly disagree) in this survey were related to classroom maintenance and included;

- ? "chalkboards or markerboards are furnished with chalk / markers and erasers;
- ? "the quality of the supplied chalk/markers is satisfactory"
- ? "the classrooms are clean"
- ? "the classrooms are well maintained"
- ? "the quality of the markerboards is satisfactory"

- ? "the classroom heating / cooling is satisfactory"
- ? "the classroom furnishings (desks, chairs, lectern, etc) are present and in good repair"
- ? "overall, I am satisfied with the condition of the classrooms I teach in"

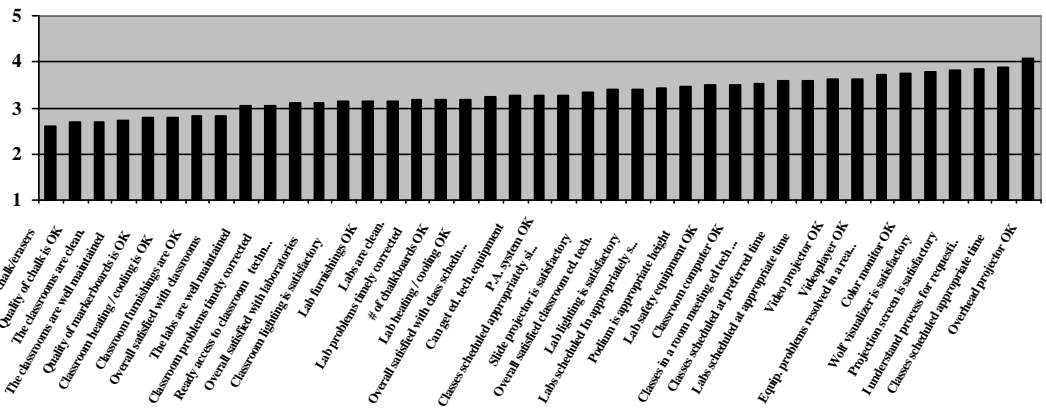
The items which were rated the best in this survey (above 3.5, 5.0 = strongly agree, 4.0 = agree) were related to classroom technology and scheduling and included (in ascending order);

- ? "the classroom computer is satisfactory"
- ? "my classes are scheduled in a room meeting my technology needs"
- ? "my classes are scheduled at my preferred time"
- ? "the laboratory sections in my course are scheduled at an appropriate time"
- ? "the video projector is satisfactory"
- ? "the videoplayer is satisfactory"
- ? "if problems arise with the equipment, they are resolved in a reasonable time"
- ? "the color monitor is satisfactory"
- ? "the Wolf visualizer is satisfactory"
- ? "the projection screen is satisfactory"
- ? "I understand the process for requesting a technology-equipped (ETEC) classroom"
- ? "my classes are scheduled at an appropriate time"
- ? "an overhead projector is present and functioning".

The committee suggests that this survey should be repeated annually or biannually to ascertain trends over time with appropriate changes to the survey items.

If there are any questions regarding this survey, please contact me.

Spring '03 Faculty Survey of Instructional Facilities



'03 Faculty Survey of Centrally Scheduled Instructional Facilities
(All Survey Items Sorted Worst to Best)

? Chalkboards or markerboards are furnished with chalk / markers and erasers	2.58
? The quality of the supplied chalk/markers is satisfactory	2.68
? The classrooms are clean.	2.71
? The classrooms are well maintained	2.73
? The quality of the markerboards is satisfactory	2.78
? The classroom heating / cooling is satisfactory	2.79
? The classroom furnishings (desks, chairs, lectern, etc) are present and in good repair.	2.84
? Overall, I am satisfied with the condition of the classrooms I teach in	2.84
? The labs are well maintained	3.05
? Classroom problems are corrected in a timely manner.	3.06
? My class has ready access to educational technology for occasional use	3.12
? Overall, I am satisfied with the condition of the laboratories I teach in	3.13
? The classroom lighting is satisfactory	3.13
? The lab furnishings (desks, chairs, benches, etc) are present and in good repair.	3.14
? The labs are clean.	3.15
? Problems with the laboratories are corrected in a timely manner.	3.16
? The number of chalkboards or markerboards is adequate	3.17
? The lab heating / cooling is satisfactory	3.18
? Overall, I am satisfied with the scheduling of my classes	3.23
? If my classroom does not have the equipment I need, I am able to obtain it through a standing order to the Office of Instructional Technology Service	3.26
? The public address system is satisfactory	3.28
? My classes are scheduled in a room appropriately sized for the number of students in my class	3.28
? The carousel slide projector is satisfactory	3.34
? Overall, I am satisfied with the educational technology in classrooms	3.40
? The lab lighting is satisfactory	3.41
? The laboratory sections in my course are scheduled in an appropriately sized room	3.45
? The podium is an appropriate height	3.47
? The lab safety equipment is present and functioning	3.48
? The classroom computer is satisfactory	3.51
? My classes are scheduled in a room meeting my technology needs	3.52
? My classes are scheduled at my preferred time	3.59

? The laboratory sections in my course are scheduled at an appropriate time	3.59
? The video projector is satisfactory	3.63
? The videoplayer is satisfactory	3.64
? If problems arise with the equipment, they are resolved in a reasonable time.	3.72
? The color monitor is satisfactory	3.76
? The Wolf visualizer is satisfactory	3.78
? The projection screen is satisfactory	3.83
? I understand the process for requesting a technology-equipped (ETEC) classroom	3.84
? My classes are scheduled at an appropriate time	3.89
? An overhead projector is present and functioning	4.08

**'03 Faculty Survey of Centrally Scheduled Instructional Facilities
Best to Worst by Section)**

Overall, I am satisfied with the educational technology in classrooms	3.40
Overall, I am satisfied with the condition of the laboratories I teach in	3.13
Overall, I am satisfied with the scheduling of my classes	3.23
Overall, I am satisfied with the condition of the classrooms I teach in	2.84

**'03 Faculty Survey of Centrally Scheduled Instructional Facilities By Survey Section: Scheduling
(n=117)**

Scheduling

My classes are scheduled at my preferred time	3.59
My classes are scheduled at an appropriate time	3.89
My classes are scheduled in a room appropriately sized for the number of students in my class	3.28
Overall, I am satisfied with the scheduling of my classes	3.23

Scheduling (best to worst)

My classes are scheduled at an appropriate time	3.89
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(n=117)**

Classrooms

The classrooms are clean.	2.71
The classroom furnishings (desks, chairs, lectern, etc) are present and in good repair.	2.84
Chalkboards or markerboards are furnished with chalk / markers and erasers	2.58
The number of chalkboards or markerboards is adequate	3.17
The classroom heating / cooling is satisfactory	2.79
The classroom lighting is satisfactory	3.13
The podium is an appropriate height	3.47
The quality of the markerboards is satisfactory	2.78
The classrooms are well maintained	2.73
The quality of the supplied chalk/markers is satisfactory	2.68
Classroom problems are corrected in a timely manner.	3.06
Overall, I am satisfied with the condition of the classrooms I teach in	2.84

Classrooms (best to worst)

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**'03 Faculty Survey of Centrally Scheduled Instructional Facilities By Survey Section: Educational
Technology
(n=116)**

Educational Technology Equipment

My classes are scheduled in a room meeting my technology needs	3.52
An overhead projector is present and functioning	4.08
The projection screen is satisfactory	3.83
The carousel slide projector is satisfactory	3.34
The public address system is satisfactory	3.28
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If problems arise with the equipment, they are resolved in a reasonable time.	3.72
If my classroom does not have the equipment I need, I am able to obtain it through a standing order to the Office of Instructional Technology Service	3.26
I understand the process for requesting a technology-equipped (ETEC) classroom	3.84
My class has ready access to educational technology for occasional use	3.12
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'03 Faculty Survey of Centrally Scheduled Instructional Facilities By Survey Section: Laboratories
(n=40)

Student Laboratories

The laboratory sections in my course are scheduled at an appropriate time	3.59
The laboratory sections in my course are scheduled in an appropriately sized room	3.45
The labs are clean.	3.15
The lab furnishings (desks, chairs, benches, etc) are present and in good repair.	3.14
The lab heating / cooling is satisfactory	3.18
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'03 Faculty Survey Of Centrally Scheduled Instructional Facilities
Comments By Survey Section: Scheduling

"Please comment on the impact of scheduling problems on the quality of instruction"

- ? It is critical.
- ? A bad room or bad time adversely impacts the quality of a course
- ? A large lecture held in Ellicott--far from the spine where most students are--meant lower attendance in fall 2002.
- ? A poorly designed room, or one inappropriate for the audience, makes things very difficult to create the mood needed for learning
- ? Although I've had no trouble, many of my colleagues have had increasing problems getting courses scheduled at appropriate times. Scheduling has even stated to some of our faculty members that we shouldn't be teaching 4 credit hour courses. The tail shouldn't be wagging the dog.
- ? Appropriate rooms are not available at the times that would be most convenient for faculty and students.
- ? Appropriate scheduling of classrooms has become increasingly difficult over the past 5 years. We are continually asked to develop new courses but this is ridiculous given that it is very difficult to schedule the ones we currently have!
- ? As chair I have some ability to negotiate my classroom, but we've seen an increase in "unseatable" sections, especially for small and mid-cap classes.
- ? At times it has been impossible to get a room with moveable seats so that group work could be done. That is a very important aspect of my classroom work.
- ? CSE is forced to schedule classes at times that are inappropriate due to the limited number of sun classrooms in sizes sufficient for our needs.
- ? _____ in the dental school dean's office makes the whole process easy for us.
- ? Finding appropriate classrooms at appropriate times is very difficult. In particular, any deviation from 3 credit courses is very difficult to achieve. Even changing a normal 3 credit course to a new time can result in a failure to get an appropriate room.
- ? Have consistently been denied technology classrooms. Classrooms are much too small for: 1) # indicated (especially for those of us who have older returning students many of whom tend to be heavier than the standard college age student; 2) too small for experiential learning (e.g., small groups, chairs in an arrangement other than standard lecture arrangement) when class size is within 5 of the room cap
- ? I have a class of 80 dental students and no TA's or assistants. It is hard to guard against cheating when students must sit closely together during exams. My dream is a large dedicated space for testing purposes, that wasn't a lecture hall, with individual computers that can't be viewed by any other students. Students could sit at and take an online exam that would give them their scores immediately. This room would be staffed with 5 "exam attendants" and I wouldn't have to even be there while
- ? I have been unable to regularly schedule a technology room despite reorganizing my entire content around blackboard. It is hard to teach with blackboard when you don't get a room. Then, to find that ETS no longer has portable equipment for rooms is additionally frustrating.
- ? I have found it necessary to move to a very early schedule (e.g. am). That cuts down on the numbers especially in advanced undergrad and grad courses
- ? I have had no problems.
- ? I taught a class at 8 a.m. And gave credit for attendance. Students did come to class, but some of them appeared to be sleeping. Another minor problem with 8 a.m. Classes is that the buildings are deserted and as a woman I am not comfortable walking around in deserted buildings. When I've taught at 2 p.m., students come to class late because it takes extra time to find a parking spot.

- ? I use small departmental classroom only that is under my own control.
- ? I was unable to obtain a technology classroom for my course in fall 2002 and had to be personally responsible for set up and tear down of projection equipment.
- ? If physics lectures are scheduled in classrooms, which do not allow for lecture demonstrations, then the quality of instruction is hugely impacted.
- ? In some years, technology classrooms are available, other years they are not. I have to switch from PowerPoint and make all new overheads for the class - a big waste of my time. What's the point of technology if you can't use it because you're scheduled in a classroom that can't accommodate you?
- ? Inadequate technology equipped classrooms available with a variety of configurations makes scheduling a nightmare. I'm going to be in one of the natural science rooms in the fall which has a console that blocks half of the students' view of the screen - and the lighting is either on or off - which makes showing slides and taking notes nearly impossible.
- ? It is surprising that there are so few weekend and/or summer courses. If more students were willing to take courses during these times, it seems like a lot of the schedule conflicts could be avoided.
- ? It is tight, but with good planning & communication, I've been very happy with the scheduling.
- ? Limited availability of large capacity ed tech lecture halls forces classes to be scheduled at inappropriate times - I.e., very early or very late in the day.
- ? Many classes are forced to inappropriate times, when students are less reliable and therefore perform worse -- not a good idea in a school trying to improve its retention rates. Also many are placed in bad spaces, which impede effective instruction (small chalkboard space available, poorly placed boards, defective boards, blocked site lines, too large a room). That these problems did not occur for my particular classes last fall is happenstance; they did occur for many of my colleagues
- ? My biggest problem with my course this semester was the inability to get a room of the proper size to fit the needs of the students
- ? My classes use departmental classrooms in social and preventive medicine. I have almost always been able to get an appropriate classroom at the preferred time.
- ? None
- ? Our introductory physics courses should be scheduled close to our lecture demonstration facility in NSC. Currently, it is often not happening, and our lectures suffer from the lack of demonstrations.
- ? Scheduling a class which relies heavily on a AV materials for mwf 50-min sessions guarantees disaster, since most AV materials are recycled tv movies that last 60 minutes. I've had a lot of trouble with that.
- ? Scheduling has a big impact...
- ? Scheduling is an ongoing problem. The best example I can cite is that for a medium sized survey course in biochemistry (180-200 students), which meets four times, each week, we have been unable to secure a single room on all days during the fall semester. This results in two obvious problems: (1) students forgetting which room to go to on a given day; and (2) one of the rooms being too small to serve as an examination room for the class, necessitating dividing up the class into two groups on exams
- ? Scheduling of sections back to back in rooms that are on opposite ends of the campus makes it difficult to set up technology for the second class.
- ? Scheduling problems do not affect adversely the quality of my instruction.
- ? Scheduling problems have not had a negative impact on quality. Students do have a hard time waking up for early morning classes, partly because many of them work late jobs.
- ? Several problems: (1) because tech rooms are so difficult to get, it's a temptation to forgo a tech component. (2) Students do poorly at 8 am. (3) Students leave early/come late when classes are scheduled at Ellicott. (3) It's hard to get any tech capability in small classrooms. This is a major problem. (4) It's difficult to get

classrooms with chairs that can be moved into a circle or into groups--something very important in small classes. (5) I have sometimes been put into cavernous lec

- ? Stuck in a nonetec classroom one year -- had to redo all powerpoints presentations.
- ? Students suffer through often the need to move students every week as formal classrooms cannot be found.
- ? The biggest problem is scheduling small classes (50) in enormous classrooms. Believe it or not, this changes the classroom environment dramatically (for the worse).
- ? The capacity of many rooms is overrated - if you actually put that number of students in these rooms it's often quite uncomfortable. Heat can be a problem, as can visibility and mobility. Also, there are no rooms on south campus that can hold large numbers of students that are set-up for small group work - rooms that can hold 120 students typically are fixed seat, auditorium style rooms.
- ? The inability to obtain information about the use of a room is a great inconvenience if there is need to check the adequacy of the audiovisual equipment for a future class. Time between classes, especially when some instructors fail to vacate on time, is a very serious problem.
- ? The lack of continuity year to year in scheduling of classroom space, and the often inappropriate configuration of many of the classrooms inhibit creative thinking about teaching.
- ? The main scheduling problem I have is getting multiple sections of the same course scheduled on the same days of the week. All sections should be on mwf or on tth to facilitate keeping them together. Mwf classes and tth are affected quite differently by holidays, and in-class exams for mwf classes can only be 50 minutes long, whereas in-class exams for tth classes could be 75-80 minutes long.
- ? The number of etech rooms in the range of 100 to 150 on the south campus limits our ability to offer high demand courses.
- ? The problem is not just the scheduling but also the lack of real seminar rooms. Using a regular classroom for a seminar is not the best situation.
- ? The seating in rooms is too crowded - a new formula for establishing seating in classrooms needs to be developed so that there is more space between students. This is especially critical when an in-class test is given.
- ? The time of a class has an impact on student's experience in the course - if the class is late in the day, or scheduling problems force a 3 hour time block, students seem to interact less, be more likely to skip class (particularly for late afternoon Friday classes), and learn less. This increases their dissatisfaction with the courses over all. Since the students have no other outlet to express this dissatisfaction, it shows up in the teaching evaluations - for instance, you may get comments ab
- ? The university needs more "smart" classrooms. The effort made to get students connected is noteworthy but we are still in the dark ages for teaching.
- ? There are other uses of classrooms such as for seminars and colloquia, which receive very little priority. Thus, they have to be held at inconvenient times and places. A major part of our (physics) teaching involves the use of demonstrations. Scheduling is at locations which are suitable as far as enrollment, but inaccessible to stored equipment!
- ? There is need for more wired classrooms. The high demand for these classrooms makes scheduling many classes in engineering difficult
- ? There's a problem with the room capacity. My class is scheduled in a room that is too small to accommodate the number of students in the class. That is a problem during regular classes but much more of a problem during examinations when the class size makes it impossible to spread students out.
- ? To deal with scheduling issues, I must request times that are either first thing in the morning (8 am) or late afternoon / evening (4 pm, 5 pm, 6 pm). The problem with the early times is that my student's circadian clocks are geared for a later start time; I've had students oversleep for exams, not come to class (even though

attendance is mandatory) or write on their exams that they're too tired to remember the answer. The problem with the later times is that my students have classes at all times

- ? Too many faculty are scheduling classes over the course of the week but are not using the space for the entire week. This leaves prime classroom space unavailable for other faculty. As a result, classes are being taught in less than desirable classrooms when they don't need to be.
- ? Too many students for the size of the classroom. We require a smart classroom. Not available to accommodate the size of our class.
- ? We do not have a large enough room for bch 403 for every day. The 200 or so students were put into a room only holding about 230. No room for coats etc. Also impossible to give an exam. Faculty who did not want to make up multiple exams just gave the students the day off. Also why hasn't the large lecture hall in diefendorf been renovated?
- ? We have to offer many more sections of introductory classes than is necessary due to the lack of larger classrooms. The result is very poor utilization of resources
- ? We need more rooms that are fully equipped with suns as well as windows machines; this would greatly facilitate scheduling of CSE courses.
- ? When classes are not scheduled appropriately, students complain, teachers complain, and instruction can be negatively affected.

'03 Faculty Survey Of Centrally Scheduled Instructional Facilities
Comments By Survey Section: Classrooms

"Please comment on the impact of classroom maintenance problems on the quality of instruction"

- ? A filthy classroom with broken chairs, scuffed floors and mangled blinds shows the students exactly what the university thinks of them and how much it values education, teaching and learning. The total disregard and disrespect of the teaching learning process as evidenced by classroom quality tells students that they don't matter, the institution doesn't matter and they don't have to apply themselves. It also tells them that they can contribute to the classroom as garbage pit by eating and drinking
- ? Accurate and visible functional clocks should be in all classrooms.
- ? Assignment of classroom maintenance and supply to a non-union service like class act has made conditions worse. Chalk, supplied by class act as part of its contract, is doled out like some rare commodity.
- ? Bad chalk and erasers make it hard for students to read what is written on the board and waste time with multiple attempts at erasing the same items. The condition of many of the boards compounds this. Shabby desks interfere with students' note taking and exam performance. General slovenliness of the rooms interferes with the learning experience, but this is probably a low grade effect.
- ? By 3:00, some of the classrooms are pig sty. This is not the fault of maintenance but of the students.
- ? Chairs are a mess, many are broken and don't get removed despite the fact I've put signs on them and put them in the hallway. Most of the desks on the chairs wobble badly. The seats are too small for adult learners. Interior rooms in baldy often have heating/cooling problems. Chalk & erasers missing often.
- ? Chalk and markers routinely disappear.
- ? Chalkboards outside of math and NSM are often inadequate for teaching mathematics.
- ? Chalkboards should be washed clean every day. The quality of chalk is a big issue: it should be dust free and it should erase cleanly.
- ? Classroom maintenance is more frequent and at a better quality than it used to be. Many of our classrooms, however, are "shabby". I understand that there is normal wear & tear on desks, chairs, etc, given the numbers of students that use these classrooms everyday. If we don't provide better quality of seating/writing space/computer connections, we can't expect the students to learn how to respect their surroundings. Temperature "control" is not possible. Classrooms on the south campus tend
- ? Classrooms are a disgrace! Rooms are dirty, furniture broken, either too hot or too cold and no way to adjust. Lighting was not designed for instruction. Most rooms open into very noisy hallways and must keep door open to get some air/heat/cooling.
- ? Classrooms become very untidy by the middle of the semester. Lights are very often burned out - they only seem to be replaced if I place a call - why doesn't someone check these things on a regular basis? Chalk has been a problem in many classrooms - I have complained and the situation is slowly getting better, but some chalk is still exceedingly difficult to erase on some chalkboards. Many rooms do not have adequate chalkboard space (e.g. Norton 112, the knox classrooms). The NSC classroom
- ? Desks are broken, acoustics are poor, the classroom is generally filthy, either too hot or too cold. Lighting is poor.
- ? Desks are in poor repair; difficult to seat students for exam taking; conditions (cleanliness; ambiance) are embarrassing; in some cases the rooms look more like dungeons than rooms for the give-and-take of ideas.
- ? Dfn 147 is a virtual disaster zone! It is neglected and appears to have been abandoned. For several years we have been promised that attention would be paid to this heavily used room. That has not been the case.
- ? Dirty classrooms with paper cups, newspapers, lacking chalk, etc, all affect the quality of instruction. It is difficult to maintain a degree of respect from students when the classrooms look this way. In addition, it is difficult to teach in filthy rooms.

- ? For me the general problem in most classrooms involve lack of maintenance. This includes broken desk, dirty floors and refuse scattered everywhere. I especially have problems when the front areas of the classroom if left untidy. Also in the tech rooms the console's screen covers are usually so dirty that you can hardly see the monitor screen. The problems include teaching staff leaving unclaimed student papers and varies and sundry items including food and drink. Faculty who use the blackboard
- ? Having chalk in the classrooms in nat. Sci. Has been an ongoing problem for several years. No resolution appears in sight. I find it rude that faculty do not erase the boards at the end of their class - the work is left to me at the start of my class. I realize you can't control this problem, but it would be nice to try to instill a bit of socialization as to proper classroom etiquette. Lastly, the students who put 'announcements' on the board in vivid colors with big 'do not erase' notat
- ? Heating and cooling is a big problem - it is very hard to teach in classrooms where students (and myself) are too cold or too hot. This seems to be a particular problem in capen/norton, where it is also impossible to leave the door open for ventilation because of the noise of carts, etc. Being wheeled down the corridors with bumpy tiled floors. Classroom quality is very variable - some are well equipped, and of a good size & shape, and others are poorly equipped. In general, chairs, etc. See
- ? Heating and cooling is very erratic in some of the classrooms in kimball tower and in diefendorf. There has been banging in the heating unit in one of those large kimball rooms that has never been dealt with adequately when I have called. It is unfortunate that students have to take a big exam when there are banging noises coming from the heater and it is also a problem when lecturing. Other problems that I have had to call about have been dealt with fine (e.g. Black curtains that had no pull
- ? Hot "stuffy" classrooms (for example norton 112) make everyone uncomfortable.
- ? I find myself especially embarrassed when bringing an outside visitor into a classroom for a seminar/colloquium
- ? I have asked numerous times to have the clock repaired--to no avail
- ? I have been lucky. I teach in the late afternoon when there is less competition for space.
- ? I still do a lot of drawing on the board. Some rooms (especially in baldy) have only tiny boards that are virtually unerasable. This greatly decreases the quality of instruction, since the students can see barely anything after the board has been erased once. And of course if there has been a class in there prior to mine, that means they can see nothing from start to finish. A problem all over campus is the lack of chalk & erasers. When I call this in (x71), one of the women there ..
- ? I teach in classrooms which are filthy. I grant you that students leave a lot of garbage behind - but the same garbage is there for weeks until I clean it up. The halls are not cleaned after snow storms and the amount of salt and sand is really disgusting. In some classrooms, there are as many broken desks as functional desks. Lights are not replaced, chalkboards not cleaned. I'm on the middle states steering committee and I can tell you if we notice it, the site visitors are certainly going
- ? I teach in fillmore 322. It is clean and in good condition, but the supply of chalk has been a problem half way through the semester. The dept of classics is so kind to provide chalks. They have filed complaints many times with no clear sign of improvement.
- ? I use chalkboards so I need a room with many chalkboards and ones that are not hidden behind screens (b/c I often have something on an overhead projector showing at the same time).
- ? It seems like no one reports maintenance needs except me. I waited three weeks to report the broken closer on one lecture hall in the hope that someone else would report it. Eventually, I realized no one else was going to and reported it myself...and it was repaired soon thereafter. You asked no questions about the facilities' accessibility for students or instructors with disabilities???

- ? Large lecture halls are disgusting, but that's more of "our" problem and it has to start with the profs and students taking responsibility. The other main concern is the ability to adjust lighting in some classrooms (namely norton 112). It's either too dark or too bright.
- ? Lighting problems have been reported on several occasions with no follow through
- ? Low morale among students and faculty when classrooms are dirty. Chalkboards are fine, but there's often no chalk and the chalk there is is cheap and breaks easily.
- ? My answers on this section are less positive. In fall 2002 all my classes were in fillmore. Classroom conditions are generally not satisfactory. I carry markers/chalk/erasers with me, routinely. Often blinds for room darkening don't work. Often furniture is missing or broken. Note: fillmore classrooms are open in the evenings, and weekends, for student use! And lots of students use them off-hours, for lots of different purposes. And this surely explains these problems.
- ? No obvious attention has been paid to acoustic problems within classrooms, I.e. Noise from external or internal (air handling equipment), even within this survey.
- ? None
- ? Our classrooms are dreary looking and generally unkept.
- ? Overhead projectors should be checked at the start of each day -- often have burned out bulbs or full acetate rolls.
- ? Podiums seem to be designed for people 6 feet tall. Classroom seats are often uncomfortable. Too many are crammed into bell 337. Heat in clemens 4 is turned up too high -- I've complained already. Lighting needs to be more adjustable to accommodate projection systems' varying brightness for different materials (videos; powerpoint presentations' varied backgrounds).
- ? Problems with markers are disruptive and wasteful of time
- ? Several times there hasn't been chalk in room. Faculty hide it in room to make sure they have enough for their needs
- ? Sometimes, chalkboards are not cleaned often enough.
- ? Supplying some classrooms with cheaper chalk of lower quality has rendered the chalkboard unusable for later classes since the cheap chalk does not erase cleanly. This is usually remedied with the arrival of dustless chalk.
- ? Temperature variations have been the only issue that students have complained a lot about. I love the classrooms, and I understand the issues in heating/cooling.
- ? The air circulation is very poor in almost all classrooms that I have taught (that were located in clements, capen, knox, norton, bell). There are also classrooms with no ventilation at all which is unacceptable. If classrooms are filled at capacity the air quality is even poorer and there are certain smells in the room that make everybody feel very uncomfortable. I think it is a dangerous practice to try to save on utility bills at the expense of public health.
- ? The chalk is usually not the low dust kind. The chalkboard erasers are never clean and so all they do is spread chalk around the board. Students cannot see what I write through all the chalk dust.
- ? The chalkboards do not erase well. The problem is with the chalk or the nature of the board itself (the board is too old).
- ? The classroom in Fillmore was often so hot it was impossible for the students in the upper section to learn
- ? The classrooms in my department are adequately maintained.
- ? The controls for lights, screens, computers etc are different in every classroom. I usually give blocks of 4-6 and have to figure them out for every classroom, often having just a few minutes after the last lecturer left. How about standard controls for all rooms

- ? The heating and cooling capacity in my classroom is not adequate. On most days it is uncomfortably hot or cold. The students have complained about this and have indicated that it impacts negatively on their ability to learn during lectures.
- ? The heating/cooling in kimball 125 and kimball 111 is too loud. The lighting in kimball 125 does not have enough mid-range options.
- ? The instructional environment is depressing to instructors and students (south campus).
- ? The lighting in many of the knox rooms (75 cap) makes it very difficult to leave lights on and see anything projected on the screen. Thus you are forced to turn off the lights putting students to sleep and making any faculty actions to emphasize the material invisible.
- ? The maintenance in Ellicott (fillmore rooms) is much better this year.
- ? The maintenance of the teaching classrooms in Ellicott is terrible. This is because students use these rooms for parties for study clubs, for all kinds of non-academic functions after 10:00 pm and then we the teachers are left with the debitage in the morning.
- ? The room I taught two classes in last fall (fillmore 322) was much too hot and remained so even after complaints. It's a depressing room too -- windows blocked off and chair/desks old and clunky.
- ? The whiteboards & blackboards are often a mess.
- ? There are some classroom maintenance problems that are never addressed. In kimball 111, the clock has been broken all semester. I've notified the maintenance people but its been several months and it hasn't been fixed yet.
- ? There is never enough chalk, and lately the chalk is so soft that it is virtually impossible to erase!!!!!!!
repeated calls to "customer service" over the past *several* semesters had not remedied this problem!!!!!!! (can you tell how upset I am over this?)
- ? This place is not very clean. I worked in a prison and it was cleaner. Podiums/lecturns, when they are there, are usually in poor condition or not useable. Classrooms seem to assigned according to availability instead of types of need.
- ? Those rooms that are most heavily used are often a mess by the end of the morning or afternoon. Time between classes does not permit straightening or cleaning the room.
- ? Too hot poorly laid out and not in the building
- ? Too many times I have to hunt for chalk, or provide my single piece to someone else who is hunting. I've come into classrooms which were rented out for meetings to find leftover crap that is not cleaned up. If you are going to "rent" classroom space, and someone pays for it, it would be sensible to be accountable for cleaning up.
- ? Varies with classroom. Some chalkboards (I.e., cooke 127) are in very poor conditions. Occasionally chalk is not supplied. Erasers often do not do a good job of actually erasing chalk. Early monday classes often come in to disorderly and dirty rooms. I assume that this is because the room has been used of the weekend by an outside group that did not adequately clean the room. There doesn't seem to be a mechanism to contact the group and complain.

'03 Faculty Survey Of Centrally Scheduled Instructional Facilities
Comments By Survey Section: Educational Technology

"Please comment on the impact of educational technology problems on the quality of instruction"

- ? A smart classroom is not available to accommodate the number of students we have on the south campus.
- ? As some of the equipment ages, problems occasionally arise. My remote mike this semester did not work for a couple lectures, but then it was fixed. Continued investment in new equipment will be necessary to avoid glitches.
- ? At this point, I rely on educational technology to deliver my course material. If it is not working, I am unable to conduct some classes.
- ? Both of the medical lecture rooms have dead spots where the microphones do not work and these spots happen to be right near the computer controls. Need either new microphones or painted spots on the floor. It is most distracting for students and faculty to have the microphones continually cutting out half way through a sentence (the dead spots are very big) and it takes half a lecture to figure out where they are and another to get used to avoiding the spots. The departmental conference room
- ? By "technology" in question 20, I mean chalkboards.
- ? Computers are a bit slow, but adequate. Another frustration is trying to demo something to the students on the computer, but the computers are so "locked down" I can't even show something simple like that date/time.
- ? Few problems occur in my classes.
- ? Fillmore tech. Equipment is frequently faulty. On several occasions I had video projection problems.
- ? Frozen programs and the mouse wire/cord all tangled up waste time in the classroom. I am usually prepared to go without the technology when problems arise because it is distracting to call for help, wait for the person to arrive and fix it, all while you are trying to lecture and not waste time.
- ? Generally when I have etec equipment room. It is ok. But I am frequently scheduled into a non etec room when I have asked for such a room and when I ask for portable equipment, it is denied. There is a big problem over at Ellicott!!!! Where I am located. Also the teaching classrooms at Ellicott are a disgrace!!!! Students use them at night for parties-and club meetings and then the clean up crews may not get back to them before the first classes in the morning. One finds pizza on the floor, nap
- ? Good technology, but lighting needs to be designed for instruction
- ? Had a problem with 745 am class with the computer. I had to cancel class because no one was available when I needed them...
- ? I am generally satisfied with the equipment. However, I believe we need more classrooms with the desired equipment.
- ? I can't get etec rooms ever anymore, so have had to dumb down courses that I had jazzed up. Bummer.
- ? I do not know if the quality has improved, but the ease of preparation of slides has dramatically improved.
- ? I have already commented on this in an earlier section. We need more "smart" classrooms.
- ? I have been able to get into etec classrooms by teaching at off-hours
- ? I have been told that I can not be guaranteed an etec room from year to year. Last semester I had occasion to sue a room with a wireless network. I devised in class activities that utilized computers and the www for all students. It worked well. But I can not be assured that I will have access to this next fall. So, why bother spending time and energy to change a course under these limitations?
- ? I provide my own equipment.

- ? I teach at 8:00 and there is not always someone available in the office in knox to take care of problems before class. When I asked the student worker about her hours, she told me that she didn't start until 8:00. When there are problems I need them resolved before 8:00 so I am ready to go at 8.
- ? I would like to see more macintosh equipped rooms, especially since macintosh can read its own media and windows media, but the reverse is not true.
- ? If you get an etec classroom, it is great (and their service is excellent as well) - but if not, there is no technology support (that is, you can't get a portable projector & pc) - so then it is a difficult decision regarding course materials - if I spend the time to convert them all to computer based, and then don't get an etec room, I am stuck.
- ? In room 170 spaulding, the projector booth is controlled by educational communications, meaning they have to lock and unlock it. This is a big annoyance if 35mm slides are needed.
- ? I've been unable to get technology classrooms. Scheduling of computer classrooms has gone okay. Most of the equipment listed are not items I have access to.
- ? I've ported my lectures over to powerpoint and then not been able to have my class scheduled into an etec classroom.
- ? Just a pain in the rear, nothing serious
- ? More classrooms should be technologically equipped.
- ? Most of the small classrooms on south campus do not have educational technology capabilities. Because I don't want to monopolize a classroom for 125 students when I have only a small graduate class, I'm forced to lug around a laptop and infocus projector. As a result I'm less inclined to use computer-based lectures.
- ? No, but I will use this space to comment on this questionnaire. I have no problems with the way my classrooms are scheduled (including requests for etec space) since *I* don't request centrally scheduled etec space, my department does. Is there a separate questionnaire for department schedulers? If not, make one up. Staff members will sometimes try to make things easier for faculty, often including hiding problems (including scheduling problems) from them.
- ? None
- ? On several occasions last fall ('02), I arrived in class to find the computer non-functioning and despite calling tech support was not able to use it those days. Fortunately I had overhead backups or the entire class period would have been wasted.
- ? Overhead projectors need to be cleaned more often.
- ? Portable computer projection for classrooms without built-in capabilities has been terrible. Projectors supplied have been very old, providing very poor image quality and frequently failing to work at all, even with etc assistance.
- ? Projectors are far toooooo dim
- ? Q26. The computers are generally satisfactory, except that I often have need to use or project dos programs, and I'm usually closed out of that option. Q27. Generally, I am satisfied with the projector. But...it went out during my most recent class period. If it's not fixed by this afternoon, I'm in deep trouble.
- ? Quality of projected images from ceiling projectors in lecture halls are sometimes poor...fuzzy and hard to read even though the color monitor shows me an image that is sharp and legible.
- ? See above comments
- ? See comments above. S
- ? So far I did not run into a problem of being scheduled in a "non technology" classroom when I needed one for my undergraduate classes, but it happened to a few colleagues of mine. The major problem is that I have seen several teachers who request a technology classroom, but they never use it. There should be a way to monitor the use of technology classroom. It is extremely frustrating when you spend countless hours to prepare a web page and powerpoint presentation, only to be told that a technol

- ? Some projectors are lousy: the image does not fit on the screen. In some rooms, the screen can only be used by blocking the chalkboard, making it impossible to use both at once (which I frequently need to do)
- ? SPM has its own equipment and its own support person. This obviates the need for interactions with the universities it resources.
- ? Teaching stations are frequently poorly placed and much too tall, interfering with site lines and rendering much of the board space unusable since the teaching station blocks the students' view. It is incredible that such a bad design was ever introduced.
- ? The classrooms that have many of these technologies are fine, but most do not. There is something to be said for teaching without having to rely on a lot of technology, but it is better to have the option to use these things to provide a better learning environment and more impact.
- ? The computers are not robust enough for current applications - so things can be very slow. The equipment is quickly becoming obsolete and I see very little replacement planning. I have had to go to the south campus to get classrooms for distance learning that are large enough or have been in the ns building in the non-lecture hall rooms where students can't see because the room configuration is so odd.
- ? The computers in the classrooms need to be updated, especially the sun workstations. The suns in nsc classrooms (esp. 228) are old and flaky. The windows systems setup is different from room to room, and seems to be reset at the start of each semester. Why can't xwin32 and ssh be set up to work properly and the same in every classroom? I should not have to set these up myself. I have tried to bring my own laptop for use in the classrooms and have had significant problems accessing the network
- ? The educational technology classrooms are fantastic and I make extensive use of all features. I am very grateful for them and for your support. Only one problem ever---the projector wouldn't work and no one answered the help line (on a Thursday night at 7:00) last semester, but otherwise things have been perfect.
- ? The lack of a large etech of 250 has greatly influenced our teaching of high demand courses.
- ? The lack of ed tech classrooms is extremely inhibitory to students' and professors' interest and creative participation in class activities. I do not understand how this "most wired" university can tolerate such a shocking lack of ed tech classrooms for professors who request them. Hauling equipment from some other location, or using acetate overheads instead of powerpoint presentations, or having to hike to a location across campus far from my department (because those classrooms are allocated
- ? The large tech classrooms are great (esp. Wolf visualizer!), but for smaller classes, the situation is bad. I am reluctant to schedule a whole class session in a tech room when I just want to show a 10-minute film, for example. I have also found it difficult to get basic service in small classrooms--to have a slide projector set up, for example.
- ? The largest lecture hall in diefendorf is not modernized. So with a class of 200 students we need that lecture hall. It is actually more of a problem teaching in the smaller tech equipped classrooms . In addition if the microphone is out there is not digital audio available for students.
- ? The lighting in some of the rooms was there before the et equipment was put in, so the lighting is not always appropriate for best use of the projector. Otherwise the equipment works fine for me
- ? The microphone should not have to be available and not an additional order. The computer in k125 is very slow and requires restart between classes. Some of the space that I have to teach in is not centrally scheduled therefore individual faculty are responsible to projection equipment.
- ? The projector in some rooms does not have a strong enough display to use with lights on. Large rooms should automatically have wireless microphones. They should not need to be requested.
- ? The quality of the video projector was so poor it was difficult to make out the images in some videos.
- ? The rooms in nsc need mac's as well as pc's & sun machines. Many of the biology and chemistry faculty & their invited seminar speakers use macintosh computers. This presents an enormous hassle each time a mac

is needed. Seminars end up starting late, which impacts the students' education. In addition, it embarrasses us in front of faculty from all over the world.

- ? The sound system in DFN 147 is inadequate and the overhead projectors are inappropriate. The microphone fails repeatedly and the lumens provided by the ohp bulb are insufficient for projection in such a large room where so many students gather.
- ? The technology system is cumbersome and poorly situated and designed. This is probably because feedback is not elicited from the users and complaints are not seen as an opportunity to improve. The mind set seems to 'fix it when its broken and that's it" . The mic takes ages to untangle and plug in, the mac computer software and system software has not been updated for 4 years
- ? The use of blackboard on ublearns and the access to the internet with projector are great! Ub has kept on top of instructional technology and I really appreciate the support.
- ? The wolf visualizer does not project brightly in the large nsc lecture rooms. A brighter image is needed. Also, better control of the lights in the large nsc lecture rooms is needed - further, the bulbs need to be changed regularly, because all of the lights are needed to keep the room bright. It seems like the bulbs in the large nsc rooms are changed only between semesters and not during semesters.
- ? There are no small rooms available with ed tech, and when we contacted etec, they said they no longer bring equipment to rooms because there are enough ed tech rooms. So our department has to juggle schedules to "hand off" the system between faculty.
- ? There is not enough investment in upgrading the computers and software. It does not create a good impression if the computer used by the instructor in a large lecture class is obviously inferior to the machines students have in their dorm rooms. There are windows machines still running windows 98 and mac running mac os 9 in 2003!! This is ridiculous!
- ? This is hard as when I'k in a ed tech class that has all the stuff, it is a good experience, but it has only happen twice in 5 years.
- ? This school year the service has been exceptionally good. The improvement from previous years has been most welcome. Thank you.
- ? Touch screens are often difficult to use -- have to fool around with space near the appropriate button, or push the button multiple times.
- ? Wasn't successful in scheduling an etec classroom.
- ? We never know from semester to semester what equipment will be in the classrooms we will be asked to teach in. It makes use of advanced technology in education almost impossible.

'03 Faculty Survey Of Centrally Scheduled Instructional Facilities
Comments By Survey Section: Student Laboratories

"Please comment on the impact of student laboratory deficiencies on the quality of instruction"

- ? Absence of appropriate laboratory teaching space has meant deleting laboratory teaching from an experimental science course!
- ? As far as I know, there are no centrally scheduled laboratory spaces.
- ? CSE's use of outside technology rooms is limited since we tend to use those supported by the department. In general these rooms satisfy the needs of the classes that use them.
- ? Except for computer-intensive courses, our labs are largely equipment-free, so these comments should be interpreted as a combined view of the campus computer labs and classrooms.
- ? It is almost impossible to schedule a computer laboratory on this campus. We have our own lab but that is impossible to schedule, so I don't bother. I haven't had a hands on demonstration of teaching html in probably 2 years. There is no way, no place to schedule this and I teach at night.
- ? Laboratories require more personnel and budgets which allow for repairs and update of equipment.
- ? Labs for my courses are scheduled in departmental space.
- ? My classes include no laboratory space.
- ? N/a
- ? Na
- ? None
- ? Not applicable to my courses.
- ? Not centrally scheduled
- ? Our lab equipment is old. There seems to be no systematic way to replace materials or upgrade facilities. When we put in new blinds, for instance, it had to come out of our departmental budget. That broke the bank last year.
- ? Our labs are maintained entirely by the department. Other than the lack of space they are adequate.
- ? Our labs have been completely neglected. They are slums with roaches and mice living in the vents underneath the floors.
- ? Physical therapy labs are conducted in departmental space and not centrally scheduled space and therefore are under our own responsibility and are acceptable.
- ? The labs are too crowded - they were designed to hold too many students. The labs should be designed so that the students are spaced farther apart with smaller rooms, so that a single teaching assistant can observe everyone in the room.
- ? We have to use our research laboratory to teach any lab-based aspects of our graduate courses. We receive no funds for maintaining/replacing equipment or for supplies used in the courses. Furthermore, our graduate program has no instructional support personnel. Our research program carries the full responsibility.
- ? We no longer have major laboratories in our courses
- ? We use our research lab or a computer lab for our lab sessions.
- ? While my classes do not require labs, I have participated in other courses on the south campus. Heating and cooling are serious problems. This has less to do with the equipment and more to do with the problems of shutting the heating and cooling off. It often is not turned back on in a timely manner.