

# A Report on the Instructional Technology Instructor's Survey

by

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and

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Force

UMass-Amherst, Dec/Jan 2003/2004<sup>1</sup>

The Provost formed a Task Force on Instructional Technologies on November 10, 2003 and asked that the group: 1) Create a campus vision for Instructional Technology, 2) Recommend which current efforts to expand, integrate or cut, 3) Promote integration, 4) Recommend an organizational structure, 5) Provide for maintenance and support, 5) Consider any commercial value, and 6) Plan for change [for the complete Charge and Charter see: <http://www.umass.edu/provost/initiatives/it/charge.pdf> .

To assist us we conducted an “Instructor Survey on Instructional Technology” in the December/January period. [To view the survey instrument, see <http://www.umass.edu/resec/it/> ] We received 423 usable responses (response rate of nearly 37%, if you use all Teaching Instructors as the denominator). The response rate varied from a high of 70% for the School of Nursing to a low of 23% for the School of Engineering. The most returns came from the big-three colleges: NSM (84 responses), HFA (83 responses), and SBS (72 responses). In addition, 60% were from tenured faculty, 14% from tenure-track but untenured faculty, and 19% from lecturers, adjuncts, and non-tenure track faculty.

Overall the findings are supportive of Instructional Technology with 78% of instructors considering its future as either hugely positive or positive and only 7% holding negatives views [see Question 7]. The major reasons instructors gave for using instructional technology are laudable as 75% say they are motivated to use it because it “enhances my ability to teach my material” and only 2% say “it improves my annual report” is a major reason to use it [see Question 8]. The impediments [Question 9] to greater use of IT are clearly the “lack of classroom equipment” [58% say it’s a major reason], “lack of computer equipment” [46%], “lack of time” [42%], and “lack of support services to assist me” [39%]. From analyzing the open-ended responses, we find the same conclusions: instructors need equipment in the classroom, need time to learn the tools and to create materials, and need support services.

These overall conclusions hold even when we compare the responses separately for the HFA and NSM instructors, the two colleges arguably deemed most dissimilar in terms of disciplinary content. Neither school foresees a negative future for IT, as 10.4% of the HFA instructors say the future is negative as do 7.2% of the NSM instructors. But the HFA instructors are less certain of a bright future with 19.5% for HFA and 33.3% for NSM instructors saying the future is hugely positive, and more HFA instructors are neutral [22.1% for HFA and 6% for NSM]. Interestingly, the rank order of the

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<sup>1</sup> Thanks to Kathy Godek, Assistant to Provost Charlena Seymour, for manuscript and PowerPoint preparation.

motivation to use IT is nearly the same between the two schools [Question 8], but with higher percentages given by the NSM instructors for the top four major reasons they use IT [e.g., the number 1 major reason for each school was it “enhances my ability to teach my material” with 62% of HFA instructors saying this was a major reason and 84% of NSM]. A reversal occurs for the reason “students need exposure to technology,” with 25% of HFA instructors saying this was a major reason to use IT and only 7% for NSM.

Again the rank ordering of the major reasons impeding the use of IT is nearly the same for both schools but with the HFA instructors much more adamant in their collective responses to the major impediments. For example, in HFA 80% of instructors said “lack of classroom equipment” is a major reason for not using IT, whereas 43% of NSM instructors said so. More strikingly, the number 2 impediment was “lack of computer equipment” with 73% of HFA instructors saying this was a major reason and only 26% of NSM instructors concurring. The greatest difference between the two schools related to the “lack of incentives, rewards” being a major impediment for HFA instructors, with 41% of HFA saying so and only 9% for NSM. HFA instructors are more likely to point to impediments of “lack of skills,” the “technologies change too quickly,” “IT does not fit my teaching style” and are more “intimidated by IT” than NSM instructors.

A large number of instructors do not know how their evaluators such as department chairs or deans view their use of IT [Question 10], and the proportion of instructors who are unaware of how an evaluator views IT is directly related to how distant that evaluator is from the instructor [10% don’t know their departmental chair’s views on IT, 24% don’t know their departmental personnel committee’s views, 36% for Deans and 52% for the Provost]. The instructors in HFA are much more unaware of their Dean’s views than found among NSM instructors, as 51% of HFA instructors do not know their Dean’s views compared to 19% for NSM.

Overall, the results from the IT survey provide strong support for the attitudes and concerns the members of the Task Force have voiced themselves [ see: <http://www.umass.edu/provost/initiatives/it/membersviews.html> ]. Our subcommittees will now proceed with assurance that our views are shared by most instructors. We embrace IT, but we must remove the impediments: inadequate classrooms, lack of equipment/infrastructure, and insufficient support.

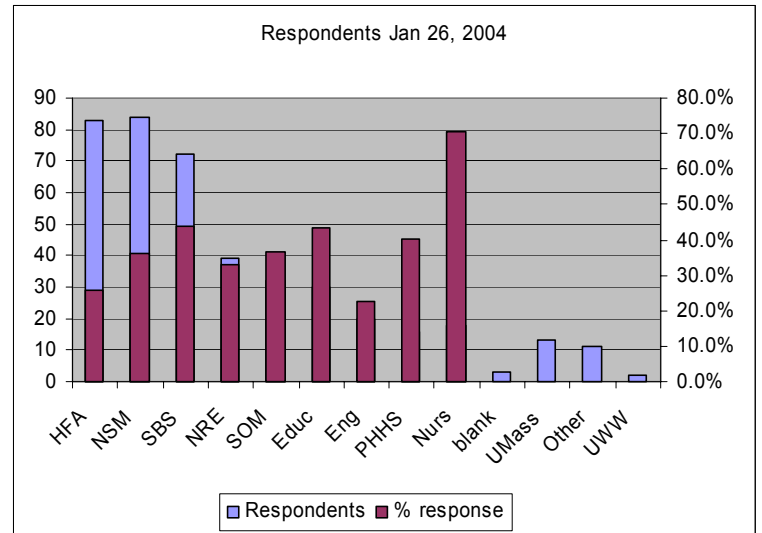
The full results are summarized in the tables and charts below.

# Instructional Technology Instructor Survey; December 2003/January 2004

A brief portrait of our responses:

By College:

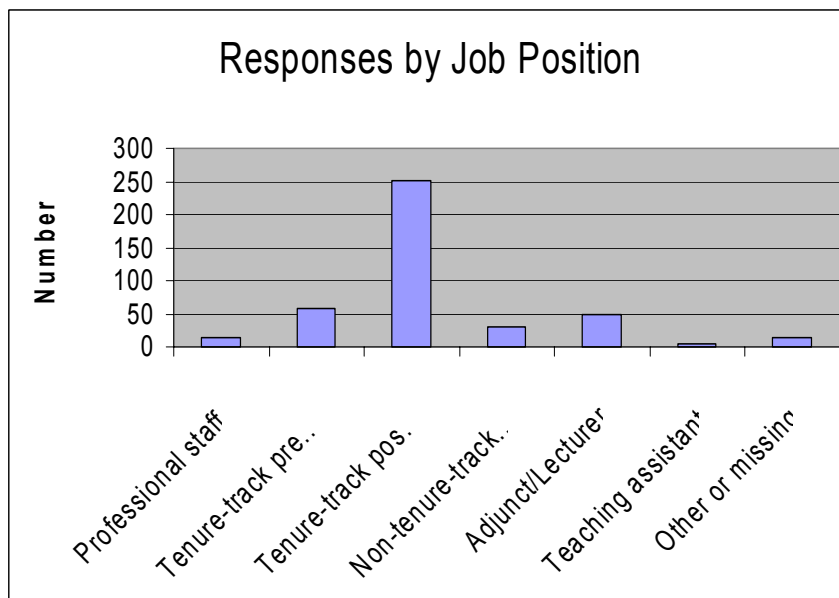
School or College	Respondents	Teaching Instructors <sup>1/</sup>	% Response
HFA	83	320.4	25.9%
NSM	84	232.8	36.1%
SBS	72	163.8	44.0%
NRE	39	118.6	32.9%
SOM	32	87.7	36.5%
ED	30	68.9	43.5%
ENG	20	88.5	22.6%
SPHHS	16	39.7	40.3%
NURS	18	25.6	70.3%
blank	3		
UMass	13		
Other	14		
UWW	2		
<b>Total</b>	<b>423</b>	<b>1146</b>	<b>36.9%</b>



<sup>1/</sup> Taken from "Teaching Instructors 2002-3, Student/Faculty Ratios, Department Profiles, Office of Institutional Research, OIR, UMass/"

By Job Position:

Position	Number	Percentage	Percentage (without missing)
1 Classified staff	0	0	0
2 Professional staff	15	3.5	3.6
3 Tenure-track pre-tenure faculty	58	13.7	13.8
4 Tenure-track post-tenure faculty	252	59.6	60.0
5 Non-tenure-track faculty	30	7.1	7.1
6 Adjunct faculty	13	3.1	3.1
7 Lecturer	36	8.5	8.6
8 Teaching assistant	4	1.0	0.9
9 Other or missing	15	3.5	2.9
<b>Total</b>	<b>423</b>	<b>100.0%</b>	<b>100.0%</b>

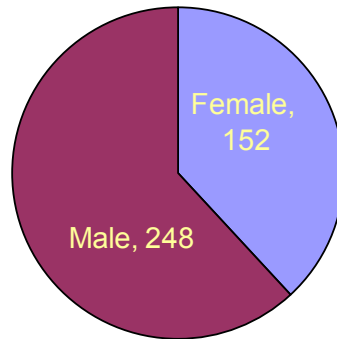


By Gender:

Gender	Number	Percentage	Percentage (without missing)
Female	152	35.9	38.0
Male	248	58.6	62.0
missing	23	5.4	----
Total	423	100.0%*	100.0%

\*Does not add to 100% due to rounding.

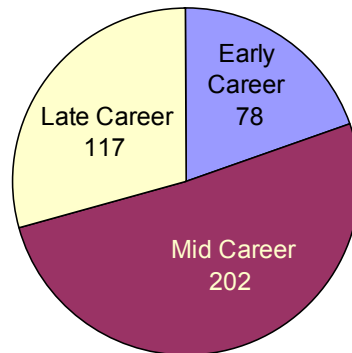
**Response by Gender**



By Career Experience:

Career Experience:	Number	Percentage	Percentage (without missing)
Early Career	78	18.4	19.6
Mid Career	202	47.8	50.9
Late Career	117	27.7	29.5
missing	26	6.1	----
Total	423	100.0%	100.0%

**Response by Career Experience**



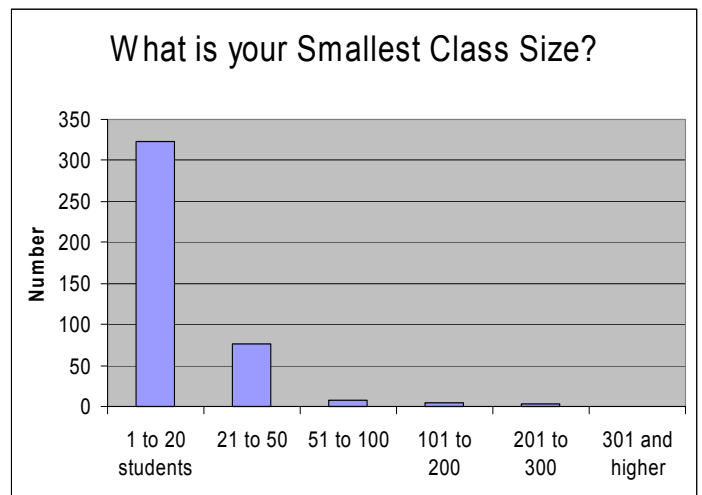
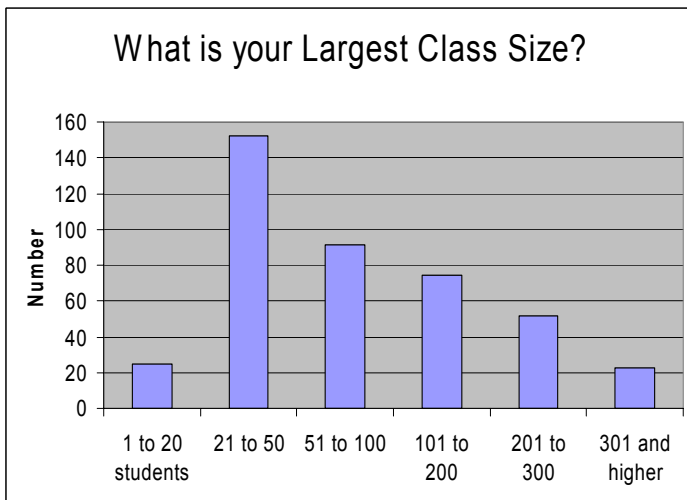
Survey Questions:

1. What is the enrollment of the *largest* class you teach in a typical year?

Class Size	Number	Percentage	Percentage (without missing)
1 to 20 students	25	6.0	6.0
21 to 50	152	35.9	36.4
51 to 100	91	21.5	21.8
101 to 200	74	17.5	17.8
201 to 300	52	12.3	12.5
301 and higher	23	5.4	5.5
missing	6	1.4	----
Total	423	100.0%	100.0%

2. What is the enrollment of the *smallest* class you teach in a typical year?

Class Size	Number	Percentage	Percentage (without missing)
1 to 20 students	323	76.4	78.0
21 to 50	77	18.2	18.6
51 to 100	7	1.7	1.7
101 to 200	4	0.9	1.0
201 to 300	3	0.7	0.7
301 and higher	0	0.0	0.0
missing	9	2.1	----
Total	423	100.0%	100.0%



3. In a typical year, what is the total number of students you teach?

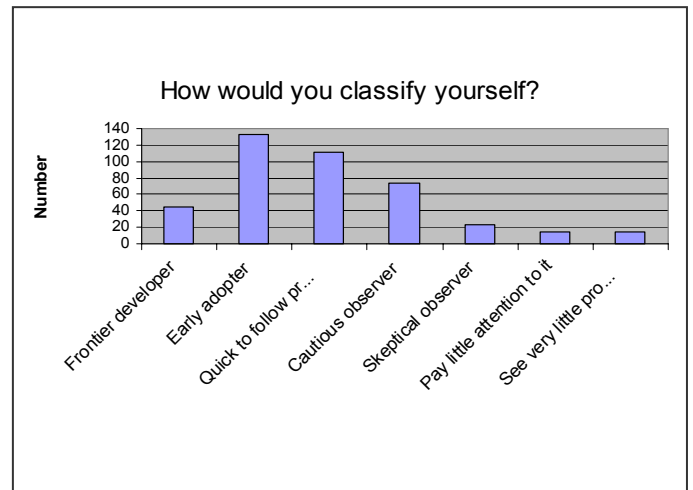
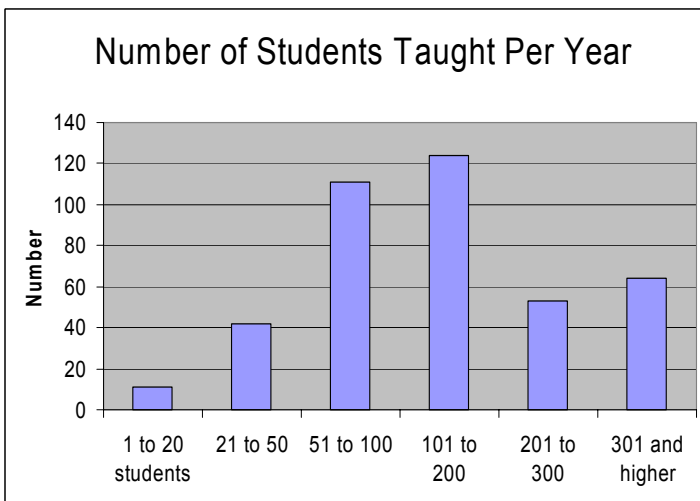
Number of Students Taught	Number	Percentage	Percentage (without missing)
1 to 20 students	11	2.6	2.7
21 to 50	42	9.9	10.4
51 to 100	111	26.2	27.4
101 to 200	124	29.3	30.6
201 to 300	53	12.5	13.1
301 and higher	64	15.1	15.8
missing	18	4.3	----
Total	423	100.0%*	100.0%

\*Does not total 100.0% due to rounding.

4. How would you classify yourself with regard to your use and interest in instructional technology?

Self-Classification	Number	Percentage	Percentage (without missing)
Frontier developer	45	10.6	10.9
Early adopter	133	31.4	32.1
Quick to follow proven success	111	26.2	26.8
Cautious observer	73	17.3	17.6
Skeptical observer	23	5.4	5.6
Pay little attention to it	14	3.3	3.4
See very little promise for my teaching style and course content	15	3.5	3.6
missing	9	2.1	----
Total	423	100.0%	100.0%*

\*Does not total to 100.0% due to rounding.



5. How much do you use instructional technologies in any of your classes?

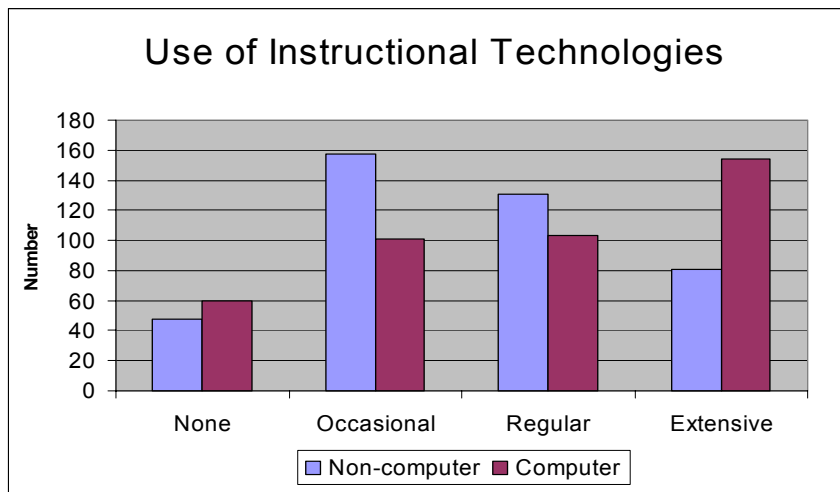
a. Non-computer-based technology

Extent of use	Number	Percentage	Percentage (without missing)
None	48	11.3	11.5
Occasional	157	37.1	37.7
Regular	131	31.0	31.4
Extensive	81	19.1	19.4
missing	6	1.4	----
Total	417	100.0%*	100.0%

\*Does not total to 100.0% due to rounding.

b. Computer-based technology

Extent of Use	Number	Percentage	Percentage (without missing)
None	60	14.2	14.4
Occasional	101	23.9	24.2
Regular	103	24.3	24.6
Extensive	154	36.4	36.8
missing	5	1.2	----
Total	418	100.0%	100.0%



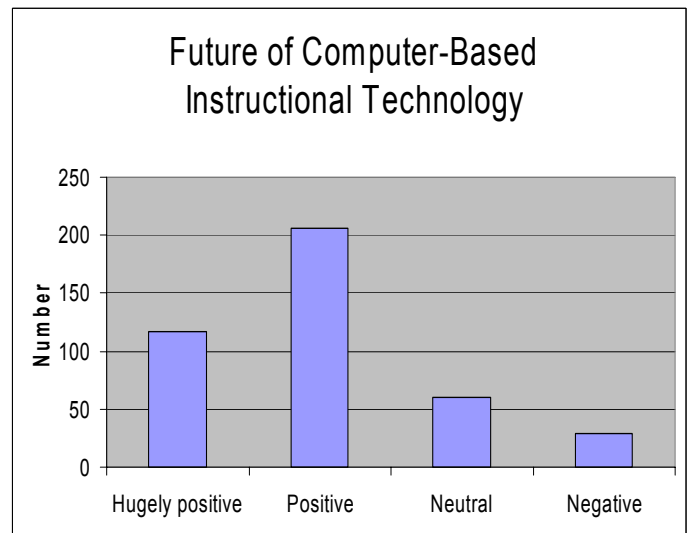
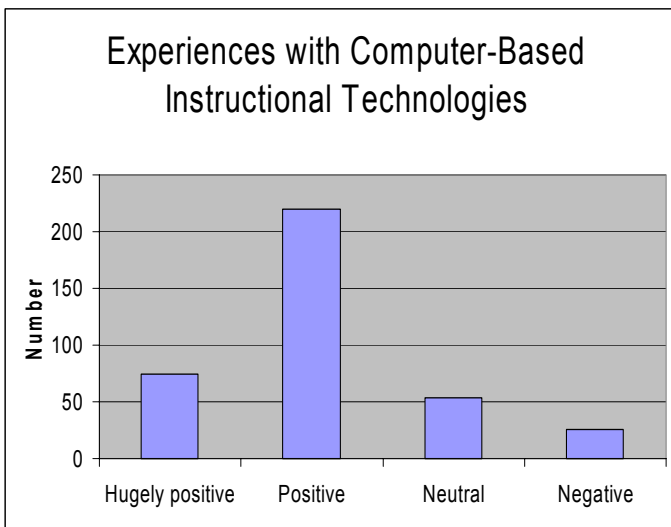
6. Please rate your experiences with computer-based Instructional Technologies that you have tried.

Technologies tried	Number	Percentage	Percentage (without missing and NA)
Hugely positive	74	17.5	20.0
Positive	220	52.0	59.5
Neutral	53	12.5	14.3
Negative	20	4.7	5.4
Hugely negative	3	0.7	0.8
Not applicable (NA)	44	10.4	----
Missing	9	2.1	----
Total	423	100.0%*	100.0%

\*Does not total to 100.0% due to rounding

7. What do you consider the future of computer-based Instructional Technology for you and your students?

Technologies tried	Number	Percentage	Percentage (without missing)
Hugely positive	117	27.7	28.4
Positive	206	48.7	50.0
Neutral	60	14.2	14.6
Negative	17	4.0	4.1
Hugely negative	12	2.8	2.9
Missing	11	2.6	----
Total	423	100.0%	100.0%



8. What motivates you to use or consider using computer-based Instructional Technology in your teaching (even if you don't currently use Instructional Technology)?

Motivation	Number	Major Reason	Minor Reason	Not a Reason
Enhances my ability to teach my material	405	74.8	15.6	9.6
It is an efficient use of my time	403	43.7	23.3	33.0
Large class enrollment	409	39.4	22.2	38.4
Has sound "best practices" pedagogy	391	35.8	28.1	36.1
Students need exposure to technology	398	26.6	30.9	42.5
I am encouraged to use it by my students	402	18.7	32.8	48.5
Have technical support in my unit to assist me	394	15.2	18.3	66.5
Motivation and inspiration by my peers	399	12.8	34.1	53.1
Lowers the cost per student taught	399	7.8	20.5	71.7
It improves my annual evaluation*	399	1.8	12.3	86.0

\*Does not add up to 100.0% due to rounding.

9. What impedes your use of computer-based Instructional Technology in your teaching?

Impediments	Number	Major Reason	Minor Reason	Not a Reason
Lack of classroom equipment*	401	58.4	20.2	21.5
Lack of computer equipment*	398	46.0	20.4	33.7
Lack of time*	398	41.5	32.2	26.4
Lack of support services to assist me	395	38.8	30.1	31.1
Equipment failure	392	26.3	33.1	40.6
Lack of incentives, rewards	390	24.9	25.1	50.0
Instructional Technology fails to include the pedagogy needed to teach my subject matter	389	18.0	21.3	60.7
Instructional Technology does not fit my teaching style*	391	15.4	21.0	63.7
Lack of skills	395	12.9	27.3	59.8
Technologies change too quickly	387	10.3	29.5	60.2
I feel intimidated by Instructional Technology	391	7.4	13.6	79.0

\* Does not add up to 100.0% due to rounding.

10. How much do you think each of the following appreciates and supports faculty efforts to explore and adopt computer-based instructional technology?

Department Chair

Support	Number	Percentage	Percentage (without missing)
Hugely supportive	96	22.7	23.6
Somewhat supportive	150	35.5	37.0
Neutral	113	26.7	27.8
Discouraging	5	1.2	1.2
Hugely discouraging	2	0.5	0.5
Don't know	40	9.5	9.9
missing	17	4.0	----
Total	423	100.0%*	100.0%

Personnel Committee

Support	Number	Percentage	Percentage (without missing)
Hugely supportive	29	6.9	7.2
Somewhat supportive	74	17.5	18.3
Neutral	190	44.9	47.0
Discouraging	10	2.4	2.5
Hugely discouraging	6	1.4	1.5
Don't know	96	22.7	23.7
missing	18	4.3	----
Total	423	100.0%*	100.0%*

Dean

Support	Number	Percentage	Percentage (without missing)
Hugely supportive	50	11.8	12.3
Somewhat supportive	100	23.6	24.6
Neutral	97	22.9	23.9
Discouraging	9	2.1	2.2
Hugely discouraging	6	1.4	1.5
Don't know	144	34.0	35.5
missing	17	4.0	----
Total	423	100.0%*	100.0%

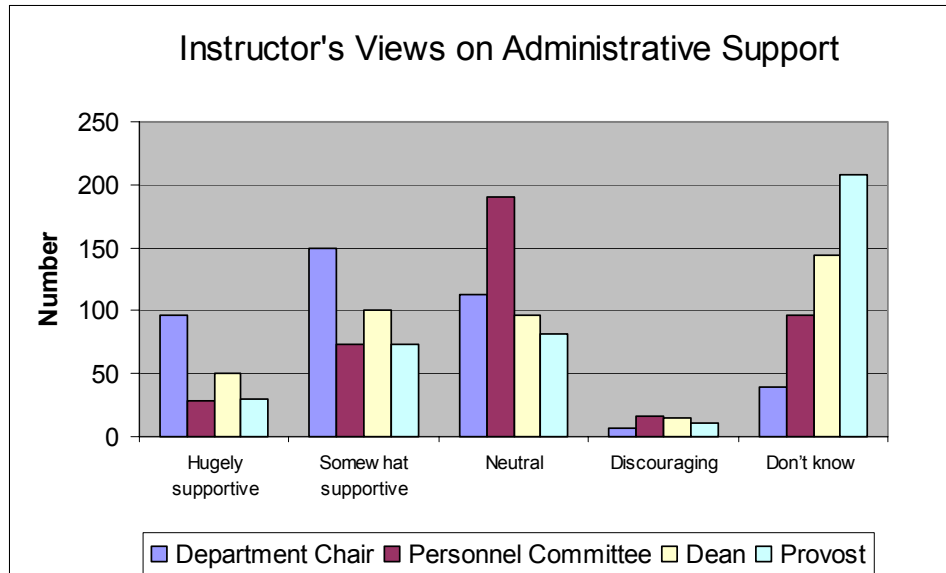
Provost

Support	Number	Percentage	Percentage (without missing)
Hugely supportive	30	7.1	7.4
Somewhat supportive	73	17.3	18.1
Neutral	82	19.4	20.3
Discouraging	8	1.9	2.0
Hugely discouraging	3	0.7	0.7
Don't know	208	49.2	51.5
missing	19	4.5	----
Total	423	100.0%*	100.0%

\* Does not add to 100.0% due to rounding

Question 10 combined: How Instructors Think Their Evaluators View Their Efforts to Use Computer-Based Instructional Technology

Evaluator	Percent of Instructors who think this evaluator is:			
	Supportive	Neutral	Discouraging	Didn't know
Department Chair	60.6	27.8	1.7	9.9
Personnel Committee	25.5	47.0	4.0	23.7
Dean	36.9	23.9	3.7	35.5
Provost	25.5	20.3	2.7	51.5



Instructional Technology Task Force Faculty Survey Summary (open-ended question only)  
Responses = 423 [Duplicates and Junk Deleted] (As of January 26, 2004)

Summarized by Mei-Yau Shih and then by Richard Rogers

309 of 423 [73%] respondents wrote a comment at the end of the survey. Here we attempt to classify those comments by categories. A response could mention more than one category. All task force members received the listing of the actual comments. This is our attempt to quantify that abundant information. Here we give the general categories and the types of comments found within each, then we report a tally for each general category.

**10. Please comment on what changes or conditions on campus would best support your use of Instructional Technology--both computer-based and not computer-based--in the future:**

**1. Better equipment in the classroom (e.g., classroom seats between 50 and 150)**

- More technology equipped classrooms that include: LCD projector, VCR, DVD, Internet (no sign-up needed), and PRS
- More multimedia labs for instruction and student access
- More wireless points on the campus

**2. Time**

- Release time to develop instructional technology materials
- Time to learn new technologies
- Time to set up equipment in classrooms

**3. Resources/Support**

- Technical support at the departmental levels (or the dedicated IT staff in house)
- Site licenses for common applications
- Technology committee to advise on instructional technology purchase needs
- Funding set aside for: a) instructional technology development; b) content development; and c) paying T.A.s and faculty to attend training workshops
- Employ technology savvy T.A.s for large classes to help faculty use instructional technology
- AIMS AV support: for faculty members who teach in small classrooms and rely on regular AV equipment delivery
- More qualified technical staff
- OWL services: continue and expand the CCBIT services
- Coordination between WebCT and Online platform (Prometheus now, what's next?)
- Student's use of instructional technology, e.g., data storage, e-assignments, website space
- Part-time faculty who teach general education courses
- Faculty Help Desk
- Expand CFT to include both on-ground and online teaching activities
- More OIT workshops scheduled on alternative days/times to accommodate faculty's teaching schedules. Also, more summer, winter workshops
- Consultants available who have experience teaching using the technologies
- Departmental workshops to explore best teaching practices with technologies

**4. Incentives**

- Purchase computers and software for every faculty and recycle every three years
- TEACHnology fellowship like programs across all disciplines
- Administrative support and institutional awards (i.e., personnel committee, merits raises) for integrating teaching technologies in instruction

**5. Student Readiness**

- Freshman technology requirement (parallel to the writing requirement) course, 1~2 credits to teach: a) library online services, b) WebCT basis, etc.
- Librarians training on developing online tools for students

### Summary

Instructors want:

1. Technology facilities (labs, technology equipped classrooms) close to their departments; a better campus technology infrastructure: hardware access, courseware development, etc.
2. University provides computer for their use
3. Just-in-time technology support (*personal trainer* model)
4. Financial support to improve their instructions (content development, hiring TAs. etc.)
5. Personnel recognition of instructional technology use in instruction
6. Other

Trying to Quantify the Open-Ended Responses; every response was read and if the item was mentioned in the response, it was coded as 1; otherwise a 0. Responses could include more than one item.

<b>Needed changes</b>	<b>Number</b>	<b>% of 309 comments</b>
Classroom Equipment	199	64.4%
Time	48	15.5%
Resources/Support	76	24.6%
Incentives	10	3.2%
Student Readiness	7	2.3%
other	59	19.1%

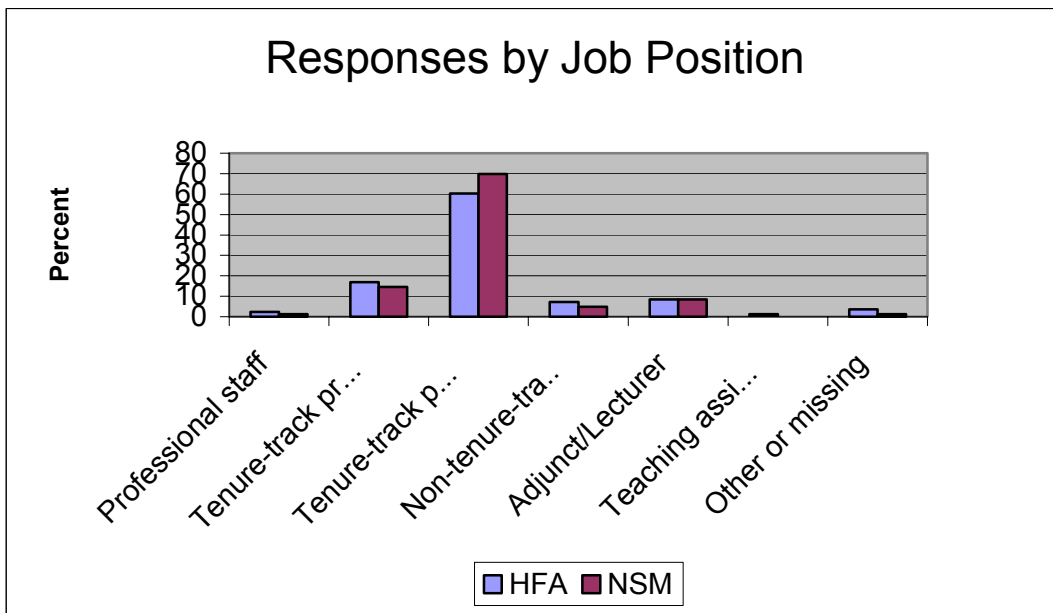
<b>Instructors want</b>	<b>Number</b>	<b>% of 309 comments</b>
Technology Facilities	196	63.4%
Free computers	25	8.1%
Just-in-time support	104	33.7%
Financial support	9	2.9%
Recognition	9	2.9%
other	53	17.2%

# Instructional Technology Instructor Survey; December 2003/January 2004 Comparing Responses from Instructors in HFA [n=83] and NSM [n=84]

By Job Position:

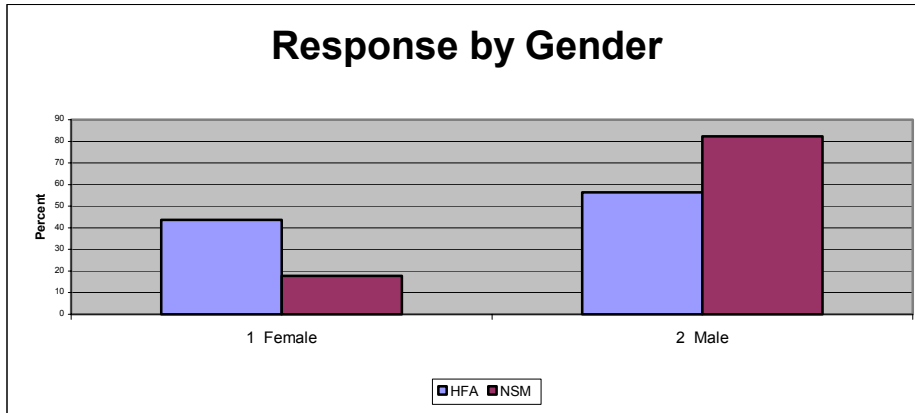
Position	Number		Percentage	
	HFA	NSM	HFA	NSM
1 Classified staff	0	0	0	0
2 Professional staff	2	1	2.4	1.2
3 Tenure-track pre-tenure faculty	14	12	16.9	14.5
4 Tenure-track post-tenure faculty	50	58	60.2	69.9
5 Non-tenure-track faculty	6	4	7.2	4.8
6 Adjunct faculty	4	1	4.8	1.2
7 Lecturer	3	6	3.6	7.2
8 Teaching assistant	1	0	1.2	0
9 Other	3	1	3.6	1.2
Total	83	83	100.0*	100.0%

\*Does not add to 100% due to rounding.



By Gender:

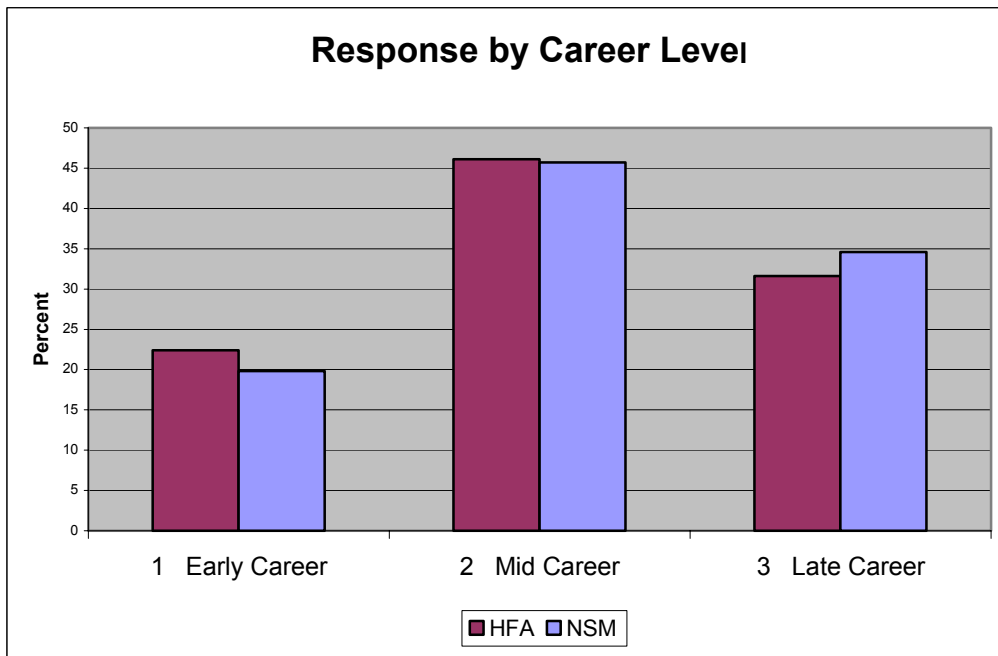
Gender	Number		Percentage	
	HFA	NSM	HFA	NSM
Female	34	14	43.6	17.7
Male	44	65	56.4	82.3
Total	78	79	100.0%	100.0%



By Career Experience:

Career Experience:	Number		Percentage	
	HFA	NSM	HFA	NSM
Early Career	17	16	22.4	19.8
Mid Career	35	37	46.1	45.7
Late Career	24	28	31.6	34.6
Total	76	81	100.0%*	100.0%*

\*Does not add to 100% due to rounding.

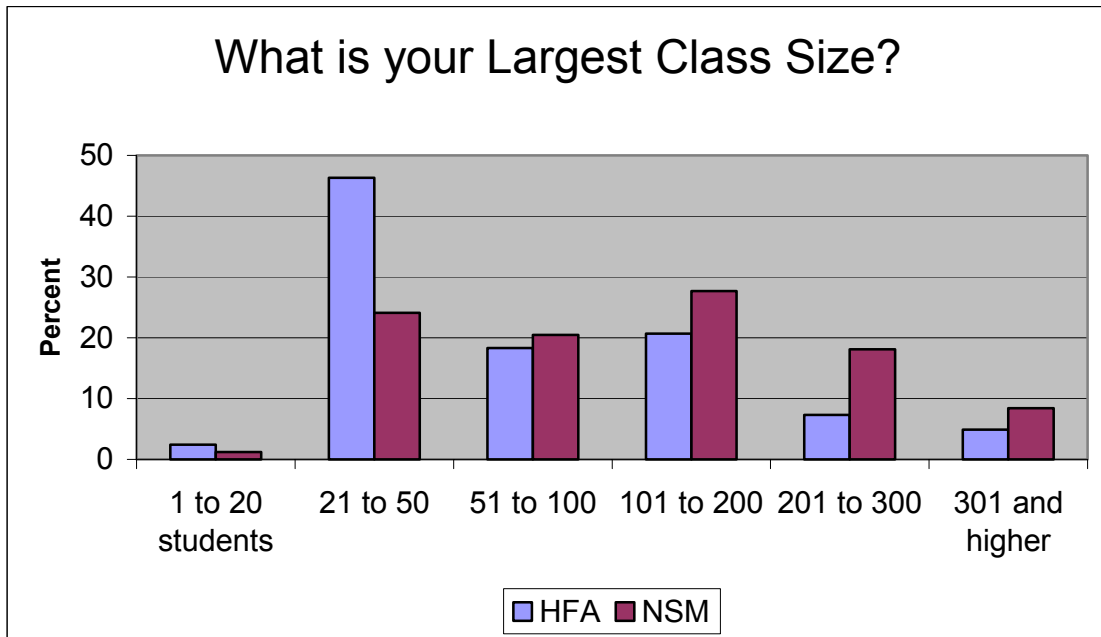


Survey Questions:

1. What is the enrollment of the *largest* class you teach in a typical year?

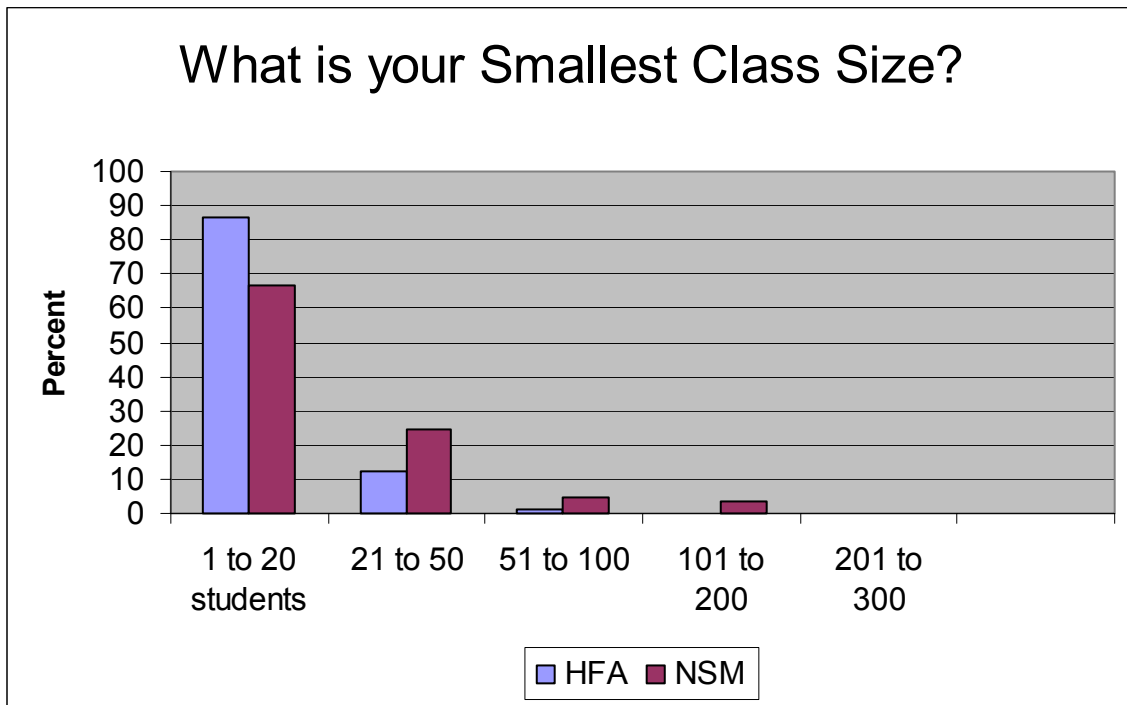
Class Size	Number		Percentage	
	HFA	NSM	HFA	NSM
1 to 20 students	2	1	2.4	1.2
21 to 50	38	20	46.3	24.1
51 to 100	15	17	18.3	20.5
101 to 200	17	23	20.7	27.7
201 to 300	6	15	7.3	18.1
301 and higher	4	7	4.9	8.4
Total	82	83	100.0%*	100.0%

\*Does not add to 100% due to rounding.



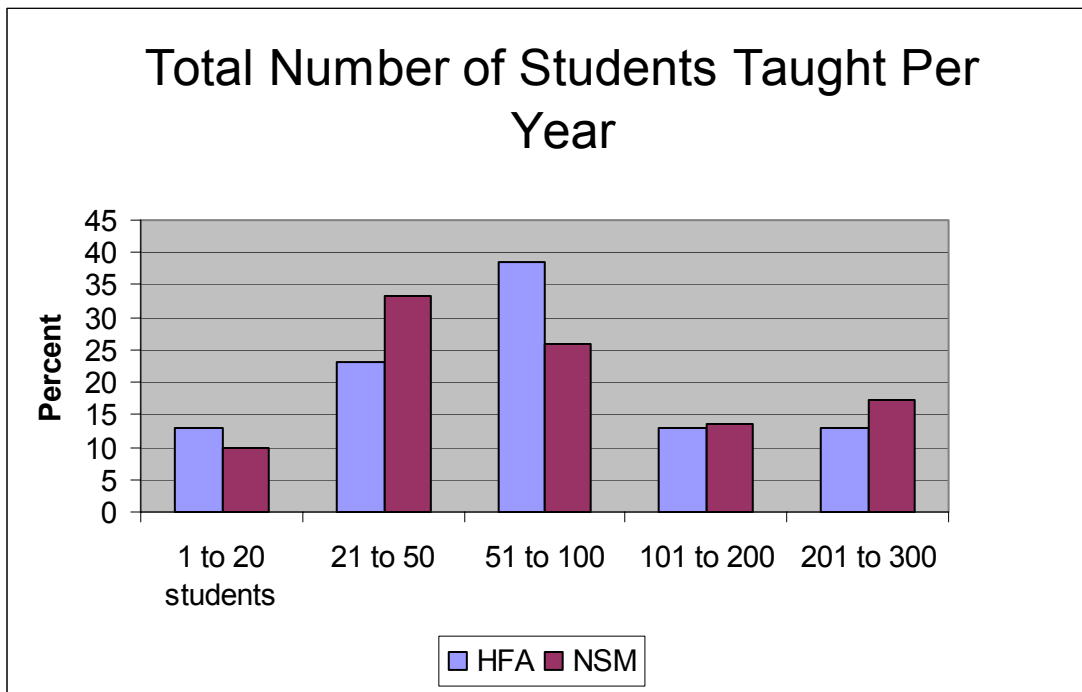
2. What is the enrollment of the *smallest* class you teach in a typical year?

Class Size	Number		Percentage	
	HFA	NSM	HFA	NSM
1 to 20 students	70	54	86.4	66.7
21 to 50	10	20	12.4	24.7
51 to 100	1	4	1.2	4.9
101 to 200	0	3	0	3.7
Total	81	81	100.0%	100.0%



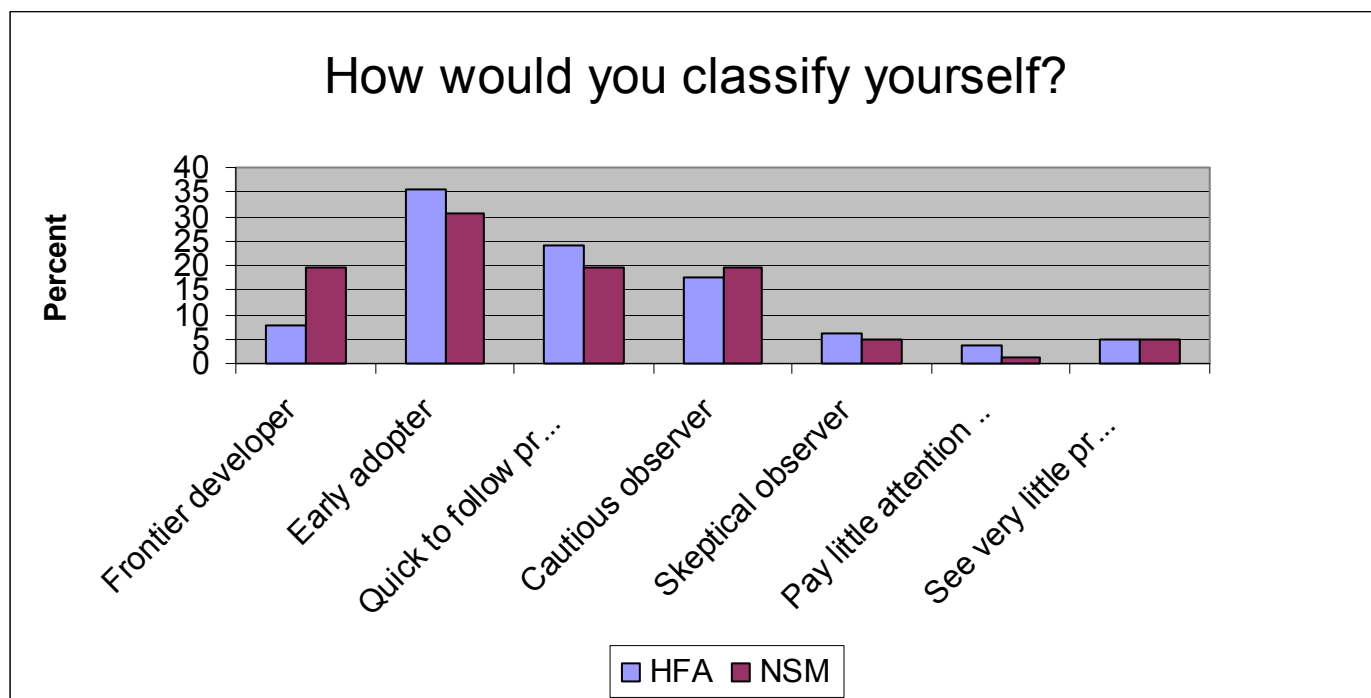
3. In a typical year, what is the total number of students you teach?

Number of Students Taught	Number		Percentage	
	HFA	NSM	HFA	NSM
21 to 50	10	8	12.8	9.9
51 to 100	18	27	23.1	33.3
101 to 200	30	21	38.5	25.9
201 to 300	10	11	12.8	13.6
301 and higher	10	14	12.8	17.3
Total	78	81	100.0%	100.0%



4. How would you classify yourself with regard to your use and interest in instructional technology?

Self-Classification	Number		Percentage	
	HFA	NSM	HFA	NSM
Frontier developer	6	16	7.6	19.5
Early adopter	28	25	35.4	30.5
Quick to follow proven success	19	16	24.1	19.5
Cautious observer	14	16	17.7	19.5
Skeptical observer	5	4	6.3	4.9
Pay little attention to it	3	1	3.8	1.2
See very little promise for my teaching style and course content	4	4	5.1	4.9
Total	79	82	100.0%	100.0%

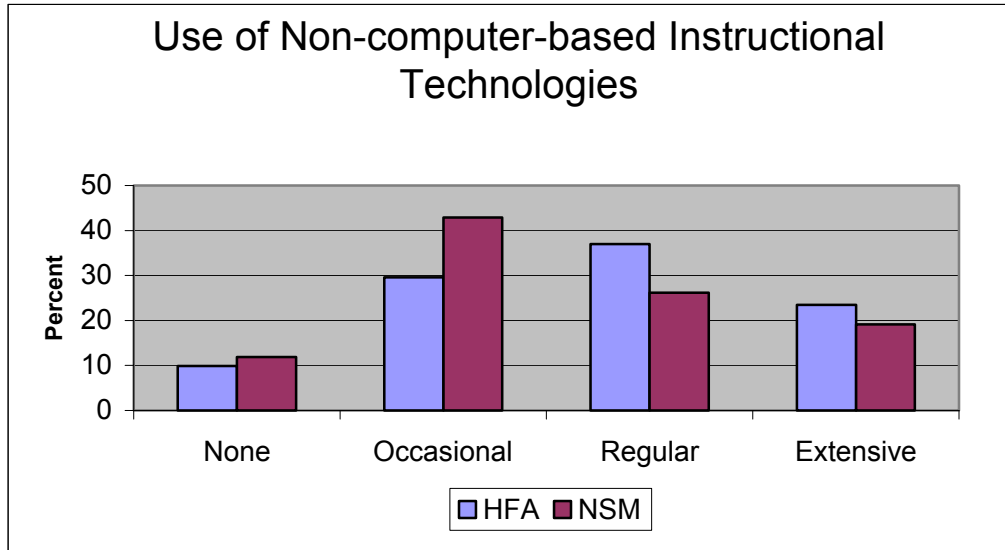


5. How much do you use instructional technologies in any of your classes?

a. Non-computer-based technology

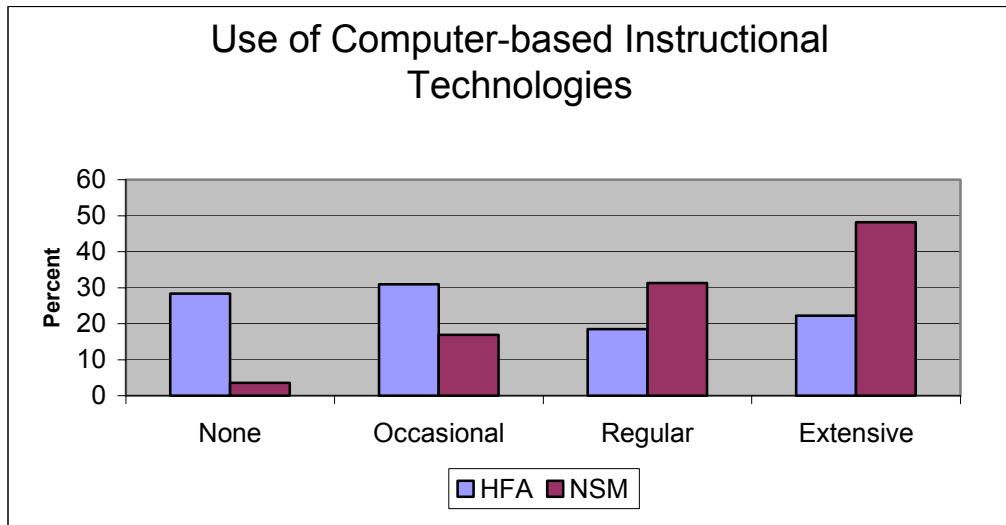
Extent of use	Number		Percentage	
	HFA	NSM	HFA	NSM
None	8	10	9.9	11.9
Occasional	24	36	29.6	42.9
Regular	30	22	37.0	26.2
Extensive	19	16	23.5	19.1
Total	81	84	100.0%	100.0%*

\*Does not total to 100.0% due to rounding.



b. Computer-based technology

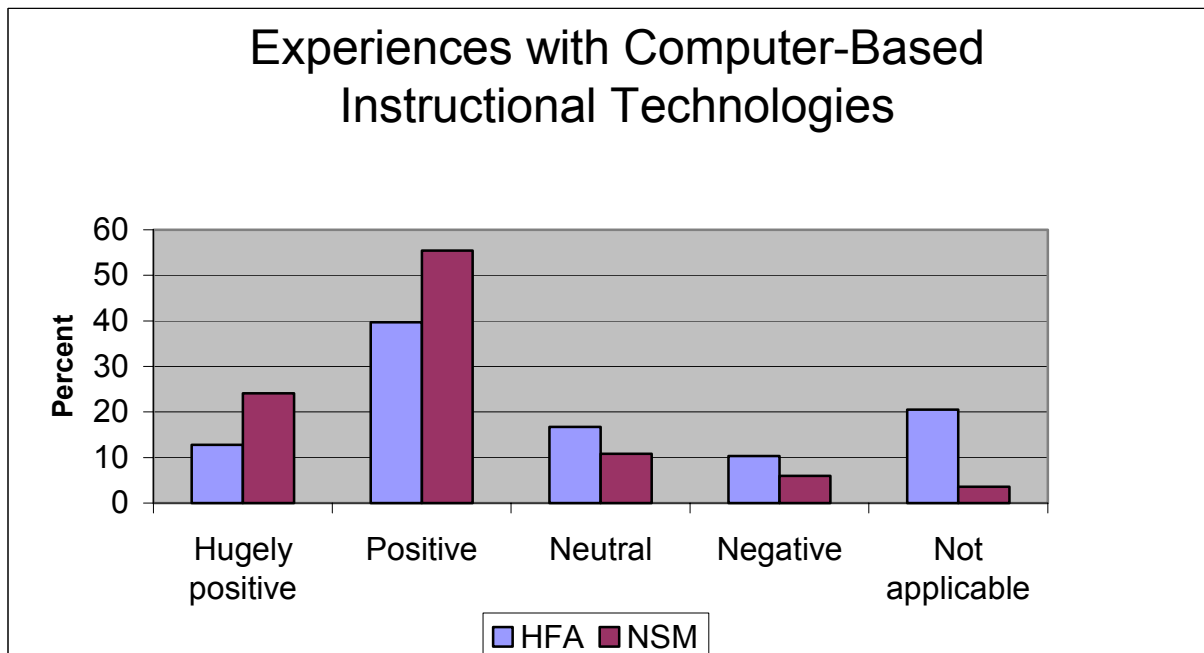
Extent of Use	Number		Percentage	
	HFA	NSM	HFA	NSM
None	23	3	28.4	3.6
Occasional	25	14	30.9	16.9
Regular	15	26	18.5	31.3
Extensive	18	40	22.2	48.2
Total	81	83	100.0%	100.0%



6. Please rate your experiences with computer-based Instructional Technologies that you have tried.

Technologies tried	Number		Percentage	
	HFA	NSM	HFA	NSM
Hugely positive	10	20	12.8	24.1
Positive	31	46	39.7	55.4
Neutral	13	9	16.7	10.8
Negative	7	4	9.0	4.8
Hugely negative	1	1	1.3	1.2
Not applicable (NA)	16	3	20.5	3.6
Total	78	83	100.0%	100.0%*

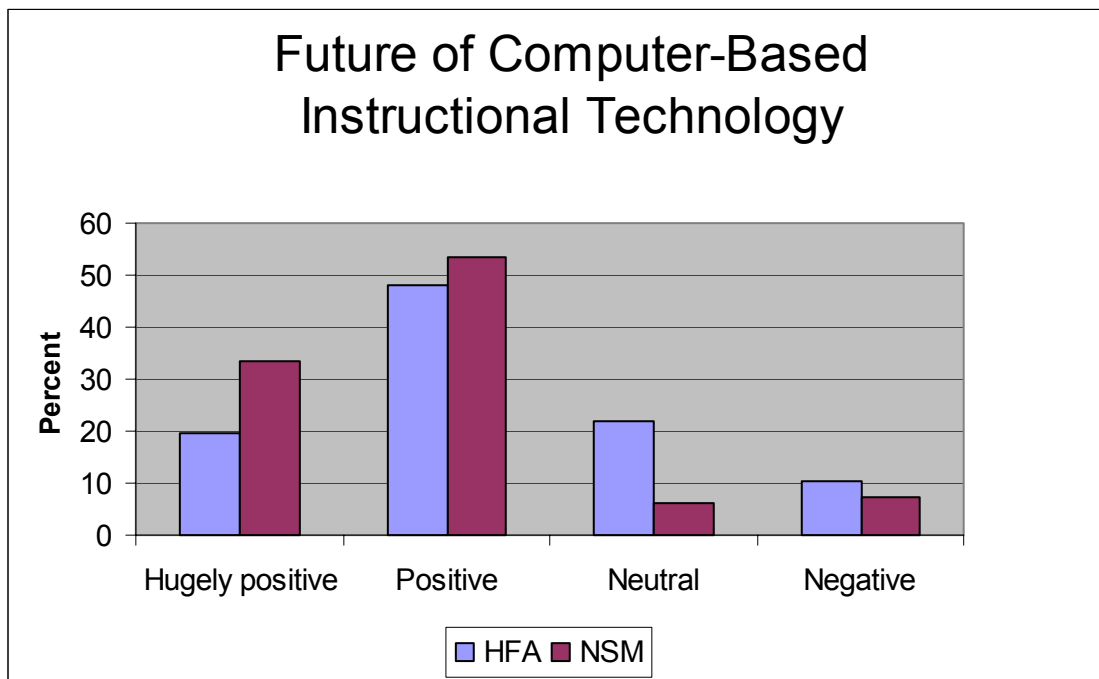
\*Does not total to 100.0% due to rounding



7. What do you consider the future of computer-based Instructional Technology for you and your students?

Technologies tried	Number		Percentage	
	HFA	NSM	HFA	NSM
Hugely positive	15	28	19.5	33.3
Positive	37	45	48.1	53.6
Neutral	17	5	22.1	6.0
Negative	5	2	6.5	2.4
Hugely negative	3	4	3.9	4.8
Total	77	84	100.0*	100.0%*

\*Does not total to 100.0% due to rounding



8. What motivates you to use or consider using computer-based Instructional Technology in your teaching (even if you don't currently use Instructional Technology)?

Motivation	Number		Major Reason		Minor Reason		Not a Reason	
	HFA	NSM	HFA	NSM	HFA	NSM	HFA	NSM
Enhances my ability to teach my material*	76	83	61.8	84.3	19.7	12.1	18.4	3.6
It is an efficient use of my time	75	82	28.0	45.1	20.0	24.4	52.0	30.5
Large class enrollment	76	84	38.2	53.6	25.0	14.3	36.8	32.1
Has sound "best practices" pedagogy	71	81	25.4	40.7	22.5	28.4	52.1	30.9
Students need exposure to technology	71	82	22.5	7.3	18.3	36.6	59.2	56.1
I am encouraged to use it by my students*	72	82	12.5	15.9	31.9	24.4	55.6	59.8
Have technical support in my unit to assist me	70	82	10.0	18.3	2.9	26.8	87.1	54.9
Motivation and inspiration by my peers*	74	82	9.5	18.3	28.4	34.2	62.2	47.6
Lowers the cost per student taught*	72	82	5.6	7.3	15.3	22.0	79.2	70.7
It improves my annual evaluation	73	81	1.4	0	4.1	11.1	94.5	88.9

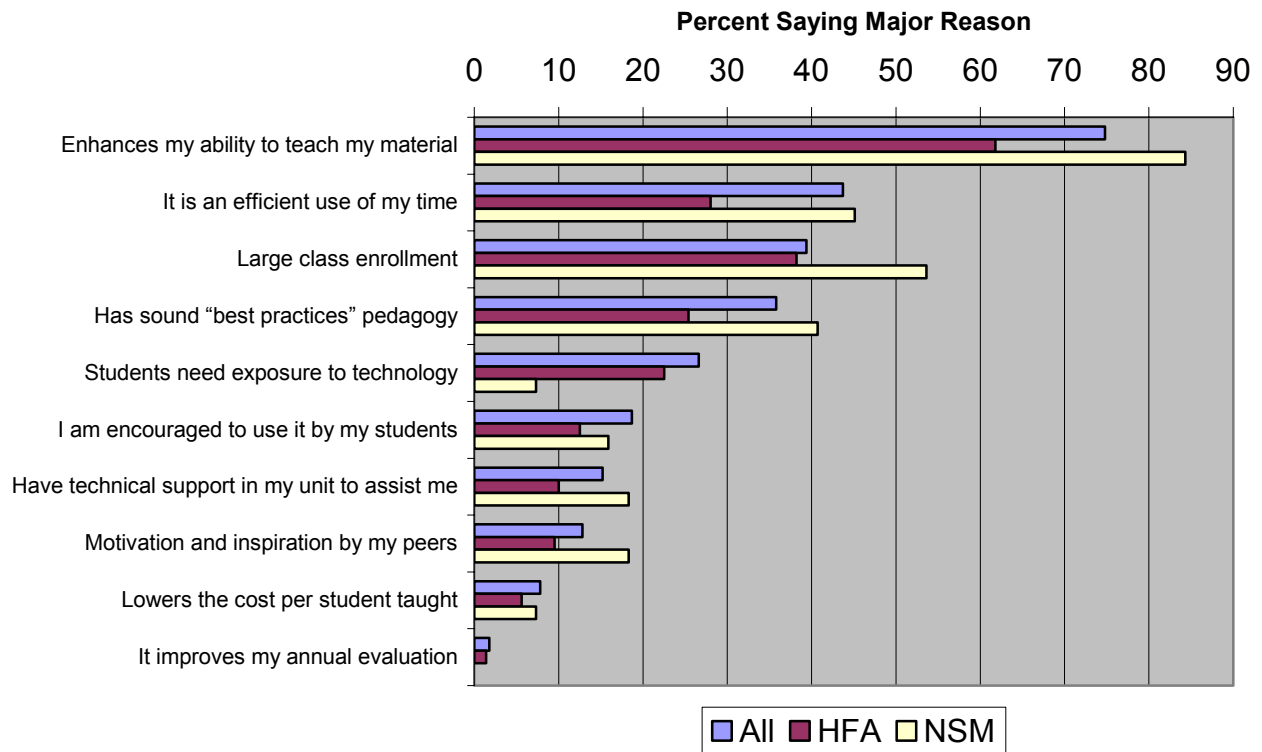
\*Does not add up to 100.0% due to rounding.

9. What impedes your use of computer-based Instructional Technology in your teaching?

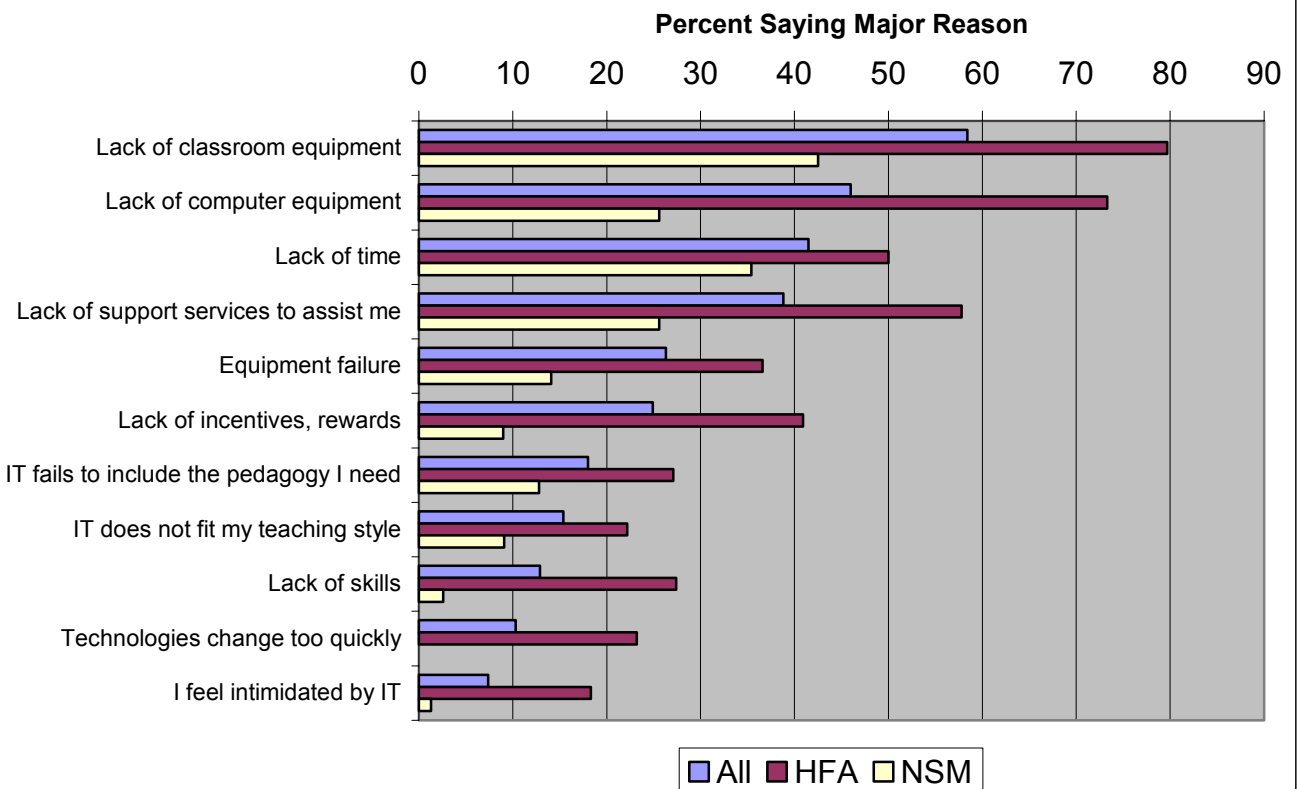
Impediments	Number		Major Reason		Minor Reason		Not a Reason	
	HFA	NSM	HFA	NSM	HFA	NSM	HFA	NSM
Lack of classroom equipment	74	80	79.7	42.5	9.5	27.5	10.8	30.0
Lack of computer equipment*	75	78	73.3	25.6	10.7	25.6	16.0	48.7
Lack of time	72	79	50.0	35.4	27.9	39.2	22.2	25.3
Lack of support services to assist me*	71	78	57.8	25.6	25.4	32.1	16.9	42.3
Equipment failure	71	78	36.6	14.1	21.1	41.0	42.3	44.9
Lack of incentives, rewards	71	78	40.9	9.0	22.5	35.9	36.6	55.1
Instructional Technology fails to include the pedagogy needed to teach my subject matter	70	78	27.1	12.8	20.0	20.5	52.9	66.7
Instructional Technology does not fit my teaching style*	72	77	22.2	9.1	20.8	24.7	56.9	66.2
Lack of skills	73	78	27.4	2.6	19.2	12.8	53.4	84.6
Technologies change too quickly	69	78	23.2	0	27.5	29.5	49.3	70.5
I feel intimidated by Instructional Technology	71	78	18.3	1.3	8.5	6.4	73.2	92.3

\* Does not add up to 100.0% due to rounding.

## Motivations for Using IT



## Impediments to Using IT



10. How much do you think each of the following appreciates and supports faculty efforts to explore and adopt computer-based instructional technology?

Department Chair

Support	Number		Percentage	
	HFA	NSM	HFA	NSM
Hugely supportive	29	19	36.3	23.2
Somewhat supportive	23	36	28.8	43.9
Neutral	20	26	25.0	31.7
Discouraging	1	0	1.3	0
Hugely discouraging	0	0	0	0
Don't know	7	1	8.8	1.2
Total	80	82	100.0%*	100.0%

Personnel Committee

Support	Number		Percentage	
	HFA	NSM	HFA	NSM
Hugely supportive	10	7	12.7	8.6
Somewhat supportive	14	25	17.7	30.9
Neutral	37	40	46.8	49.4
Discouraging	2	2	2.5	2.5
Hugely discouraging	1	1	1.3	1.2
Don't know	15	6	19.0	7.4
Total	79	81	100.0%	100.0%

Dean

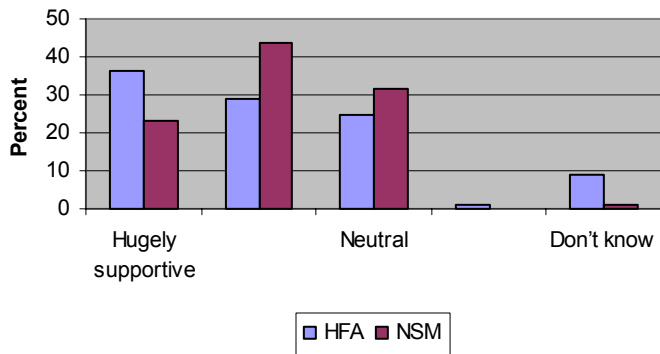
Support	Number		Percentage	
	HFA	NSM	HFA	NSM
Hugely supportive	8	10	10.1	12.4
Somewhat supportive	5	25	6.3	30.9
Neutral	23	27	29.1	33.3
Discouraging	2	3	2.5	3.7
Hugely discouraging	1	1	1.3	1.2
Don't know	40	15	50.6	18.5
Total	79	81	100.0%*	100.0%

Provost

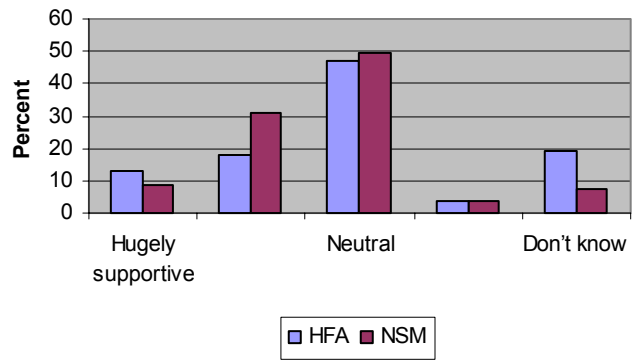
Support	Number		Percentage	
	HFA	NSM	HFA	NSM
Hugely supportive	9	5	11.4	6.3
Somewhat supportive	5	21	6.3	26.3
Neutral	18	24	22.8	30.0
Discouraging	4	0	5.1	0
Hugely discouraging	1	0	1.3	0
Don't know	42	30	53.2	37.5
Total	79	80	100.0%*	100.0%*

\* Does not add to 100.0% due to rounding

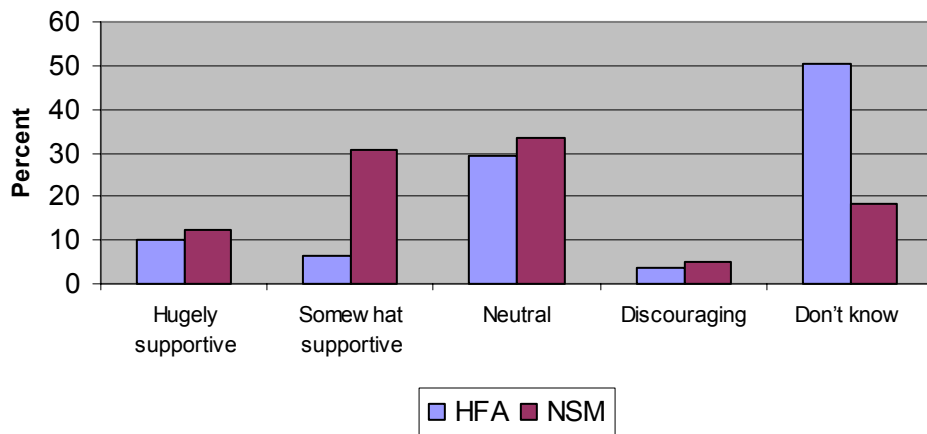
### Instructor's Views on Support by Department Chair



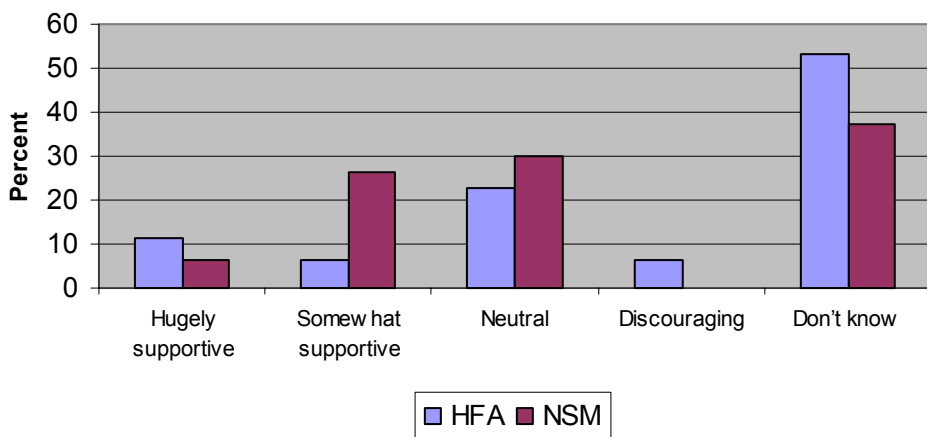
### Instructor's Views on Support by Personnel Committee



### Instructor's Views on Support by Dean



### Instructor's Views on Support by Provost



Instructional Technology Survey - UMass Amherst Provost's Office - Microsoft Internet Explorer

Address: http://www.umass.edu/resec/it/

### Instructional Technology Instructor Survey

College/School:  Job Position:

Gender:  Career Experience:

1"=Female  
2=Male

"1">Early career  
"2">Mid career  
"3">Late career

1. What is the enrollment of the **largest** class you teach in a typical year?
2. What is the enrollment of the **smallest** class you teach in a typical year?
3. In a typical year, what is the total number of students you teach?
4. How would you classify yourself with regard to your use and interest in Instructional Technology?
5. How much do you use instructional technologies in any of your classes?
  - Non-computer-based technology** (e.g., 35mm slides, overheads, movies):
  - Computer-based technology** (e.g., PowerPoint, PRS, Internet activities, WebCT, ...):
6. Please rate your experiences with **computer-based** Instructional Technologies that you have tried:
7. What do you consider the future of **computer-based** Instructional Technology for you and your students?
8. What motivates you to use or consider using **computer-based** Instructional Technology in your teaching (even if you don't currently use Instructional Technology)?

1">Classified staff  
2">Professional staff  
3">Tenure-track pre-tenure faculty  
4">Tenure-track post-tenure faculty  
5">Non-tenure-track faculty  
6">Adjunct faculty  
7">Lecturer  
8">Teaching assistant  
9">Other

Question 4:  
1">Frontier developer  
2">Early adopter  
3">Quick to follow proven success  
4">Cautious observer  
5">Skeptical observer  
6">Pay little attention to it  
7">See very little promise for my teaching style and course content

Questions 6/7:  
1">Hugely positive  
2">Positive  
3">Neutral  
4">Negative  
5">Hugely negative  
6">Not applicable

Questions 5a/b  
1">None  
2">Occasional  
3">Regular  
4">Extensive

Address: http://www.umass.edu/resec/it/

8. What motivates you to use or consider using **computer-based** Instructional Technology in your teaching (even if you don't currently use Instructional Technology)?

	Major reason	Minor reason	Not a reason
Large class enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhances my ability to teach my material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is an efficient use of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has sound "best practices" pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lowers the cost per student taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to use it by my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students need exposure to technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have technical support in my unit to assist me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It improves my annual evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation and inspiration by my peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please list:			
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. What impedes your use of **computer-based** Instructional Technology in your teaching?

9. What impedes your use of **computer-based** Instructional Technology in your teaching?

	Major reason	Minor reason	Not a reason
Instructional Technology fails to include the pedagogy needed to teach my subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Technology does not fit my teaching style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel intimidated by Instructional Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies change too quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support services to assist me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of classroom equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of computer equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of incentives, rewards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please list:			
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Done Internet

10. How much do you think each of the following appreciates and supports faculty efforts to explore and adopt **computer-based** Instructional Technology?

Department chair:

Personnel committee:

Dean:

Provost:

Please comment on what changes or conditions on campus would best support your use of Instructional Technology--**both computer-based and not computer-based**--in the future:

Questions 10:  
 1">Hugely supportive  
 2">Somewhat supportive  
 3">Neutral  
 4">Discouraging  
 5">Hugely discouraging  
 6">Don't know

Done Internet