Q7: We greatly appreciate any comments or suggestions about the University's commitment to supporting information technology for teaching:

Q7: Color graphics are essential to students' understanding of macromolecular structure, a main area I teach in. Mostly my options now are to make color transparencies or to make slides and carry in my own projector. However, the transparencies are costly and time-consuming to make, and I no longer make slides for my research work, as I now use Powerpoint. Thus what is really needed are LCD projectors and laptops in many more classrooms. Assuming an undersupply of classrooms so equipped in the foreseeable future, instructors might make requests ahead of time to be assigned to such a classroom.

Q7: My research grants subsidize my teaching by paying for software and hardware I need in order to prepare and manage my classes. It would make sense for the University to cover some of these expenses. Not knowing if this is already the case, I feel that the university should allocate funds to departments to support at least one full time staff person who assists professors/lecturers with developing/managing course web pages and other technologies that facilitate student learning. For example, I have often thought that the web site I created for one of my courses (physics 128) would be more useful to the students if it had a search engine feature and a chatroom feature, but I do not know how to implement such devices and I cannot afford to learn on my own.

Q7: I don't think the University should fund the development of IT tools. Perhaps it should make commercial IT tools available to faculty. But, here too, if it does so, it should create a

Q7: More consistency in the equipment that is available in classrooms, and more support staff IN the classroom to help me when I teach.

Q7: Setting up and maintaining a course web site is a lot of work. This has become a norm in many courses. Having a repository of information about the course is clearly very helpful for students. But it is unclear if instructors' and TAs' time on maintaining a web site is well spent. I learn recently that some publishers start to provide help on organizing and maintenance of

Q7: Most colleagues are simply uninformed about the current state of affairs, its potential, and how it can improve one's delivery of contents

Q7: I have found a great deal of encouragement to use IT in courses, but when it comes down to the actual support when doing it I have not been very impressed. The equipment in Buchanan failed SEVERAL times on me during lectures. To the point that I always took my own laptop to the lecture hall (spring 01). The installed computer was just useless. Very expensive SGI stuff, either way too slow or does not work at all. Support staff (mostly students) had no clue what to do, or how to fix problematic situations. There was no backup system available once the main station was down, which happened regularly. The digital projection system also failed a couple of times.For the Fall 01 class in 387/101 I did not even touch the installed computer, but brought my own laptop. The projection system worked most of the times.Suggestions for improvement:IT is not only about technology, it is also about people using it. Emphasis should not be on computers, but on better trained and more IT support staff. More funding for depts. to hire IT support staff to run their teaching labs targeted for their needs.

Q7: 1). The registrar's interface with information technology is nonexistent. I keep grades for 150 students in an Excel spreadsheet on my computer. The grades end up in the Registrar's computer. How? By forcing me to bubble in 150 circles with a pencil on a form that the registrar's office then scans in! This is a technological problem that was solved at other universities decades ago! Trying to get electronic class lists from the registrar is equally problematic and time-consuming.2. The office of instructional development, which should be leading the way for introducing new technologies, at times appears to want to do just the opposite.

Q7: I think the University does need to commit more resources to supporting IT tools, but the real key is faculty taking the initiative to learn how to use the available resources. I have found that the tools currently available on my computer and in most of the lecture halls are sufficient for anything I have wanted to do.

Each time I have tried something new the main impediments have been my own learning curve and my inability to work the technology smoothly into my established course preparation and presentation styles.

Q7: Adding internet connections for lecture halls has been a huge plus for my teaching. Unfortunately, the consoles are kept locked. Keys are not an efficient way to control in-room systems.
Q7: It's not going to make me a much better teacher, nor is it going to make a bad class a good one. However, there really is no way to avoid it, and eventually it will be necessary rather than optional.

Q7: the university does well with what it has, but it needs to modify its priorities

Q7: In the physics department we maintain a website that allows pre-lecture quizzes to be administered. The students must complete the quizzes to demonstrate that they did the reading for the lecture. These quizzes are universally liked. However, the overhead in time to maintain the quizzes is enormous; so large that I eventually gave up teaching the large courses.

Q7: more rooms set up for computer projection; morea ssistance for faculty website creation. Develop a mpore accurate data base of students' e-kmail addresses

Q7: Support should be based upon a census of real results. Most e-based classes I am aware of appear (from student feedback) not to work very well. Note, some do, but often are not a lot different than classes based on overheads or slides.

Q7: The challenge is finding the time to learn the technology to be able to use it effectively. Fortunately students are better informed than I am and I am beginning to draw on their expertise to help me. I am also purchasing a LCD projector to have easier access to power point, which is not now available in class room I use. Even getting the TV rolled up from down stairs is considerable work for an evening class.

Q7: The biggest problem is that IT is far to centrally controlled.Each department should have their own data projector, and each classroom should have one. Getting them from the centralsource has proved hopelessly slow and inefficinet, so say nothing of frequent breakdowns. There should be a central repair service of course.

Q7: Classrooms are awful in much of the campus. Can't use powerpoint and chalk. Most seating is uncomfortable.

Q7: I have always appreciated the University's willingness and ability to help out with regard to new technology in the classroom. These facilitate learning, though ultimately the quality of the teacher and the size of the class make the only real substantial difference.

Q7: It's really not clear that tools like powerpoint help us achieve our teaching goals. The reactions to theuse of powerpoint were very strong. Many loved it, many hated it. I just hope that the university isn't committed to supporting these trends just for the sake of supportingnew trends...

Q7: I appreciate UCSB's commitment to information technology at this point, but I do hope that it increases. The greatest need is to have more classrooms equipped to use computer-based presentations on Powerpoint.I used LSIT for my course web sites, and they have been **great** in providing relevant instruction and information on line, and on giving prompt troubleshooting help. It's amazing: they usually solve a problem in 24 hours. I love those people!

Q7: Not knowing what I'll be able to say on the next form(s), I'll say a bit here. I have developed, for each of my courses, an online site with an online grades database, online webforum for student discussion, online lectures, and other such resources (see, for instance, http://real.geog.ucsb.edu/187 or /188 or /sre). I would really love for the univ to invest in an appropriate courseware application so that I don't have to do this all myself...though I will always demand sufficient flexibility in the application so that I can customize things.
Q7: UCSB is in the stone age re support for teaching, especially class management and other online functions. Santa Barbara Community College and many other community colleges are leaders in this.

Q7: My problem is a lack of time to learn and fuss with the technology. I also like to revise my lectures and presentations as I go, depending on the class reactions, and it makes it tough to get help when I need it (i.e. quickly).

Q7: i wish...and i have been asking for years...that with my class list, i would automatically get an email address that would reach every member of my class. AND (most importantly) i wish that the unversity would declare that email is an OFFICIAL means of communicating with students on par with a letter delivered by US Mail.

Q7: I think it would be most helpful to have greater assistance in the development and maintenance of course websites, and in the available of computer/projectors in more classrooms (including the smaller rooms)

Q7: Classes are too large. My History 17C class is at 450. This is too large even for a big lecture; more technology will make the course resemble watching TV, which is demobilizing

Q7: On a scale of 1 to 10, I probably rank at 2 or 3 for my competence and knowledge of information technologies. Part of what people like me need is more hands on assistance. There are too few workshops and, because of my limited skills, I, like others in my position, feel sheeplish about asking for help. Since I have managed to write or edit 15 books, I am not the retiring type, but these technologies can be daunting. Help.

Q7: I am not sure if more resources are needed. This is generally handled on a departmental level. The major need is access to staff support for technical matters. We are generally ok in that regard, but that may not be true of all departments.

Q7: Power point, computer graphics etc. are a poor proxy for good instruction. they may be helpful at times (e.g., to present complex graphical info), but they too often serve as a stand-in for real spontaniety and engagement. Better use of funds would be to help faculty learn to communicate in more organized and engaged fashion.

Q7: It appears to me that UCSB has a good commitment to supporting IT for teaching - however, I have only been here one year and have only participated in limited teaching so far, so I urge you to consider my responses wth that in mind.

Q7: I appreciate very much the university's continuous improvements of the VCR facilities in the classrooms.

Q7: I have a feeling that there are more support resources available on campus than I am fully aware. It might be a good idea, to formulate some literature that spells out the kinds of things that faculty might do with IT and then tells use where to go for help. If I could get a one-on-one consultation with someone who is knowlegable about both the technologies and the services available on campus and discuss with them what I'd like to do in the classroom, I could probably get some of my ideas into practice.

Q7: More classrooms need to have full multimedia computer support, covering not just Powerpoint but presentation of audio and video via computers. More help needed to bring every faculty member into using web sites for courses, integrating student interaction, research data exchange, grade logging, chat, etc. The support that exists now (e.g. introduction to DreamWeaver by Paolo and friends) is good, but I have found that there is not enough support for follow-up for those of us who have tried to put these efforts into practice. As a result I have been forced to use commercial prodcuts for some courses (e.g. Yahoo Groups, easier to use but still not a replacement for the support I would hope to have from UCSB's on-campus course web sites). And for my colleagues who are less adventurous, there is very little action going on. A good beginning, but much more needs to be done.

Q7: classrooms are appallingly equipped. the policy of making a department pay to have instructional equipment bring (sometimes, when they don't forget) equipment (some of which workd some of the time) to unequipped classrooms is the best reflection of UCSB's lack of commitment to this issue

Q7: I am fortunate in that the GGSE has significant technology resources, particularly personnel. However, my sense is that the campus as a whole lacks the same level of support and capacity to innovate.

Q7: The biggest problem I encounter with respect to using technology in in the classroom. Some new rooms are well set up and a joy to use, but the large lecture halls can be very difficult to use. Sound systems and good video projection is also important.

Q7: The biggest impediment for me is not the University's committment but rather the time it takes for me to switch all my old-style materials to IT style. At the department level, we could use more technical support to help faculty accomplish such changes. As is is now, I have to balance the time to do that with all my other demands, which often take precedence!

Q7: need staff to assist...faculty don't have the time

Q7: The internet connection in Campbell Hall is currently highly unreliable. It failed on 3 separate occasions during a 10 week class.It would be good to have a reliable connection and to have a portable wireless controller so that onecould leave the podium and walk through the auditorium talking to students and be able to change what is on the screen from someplace other than a speakers' podium.

Q7: For large Physics classes, a better classroom setting would have much more impact on class quality than more IT stuff. 200+ people is way too many in the lecture halls. A substantial number can't see the blackboard well, while using the overhead ties the lecturer to one spot -- and for that matter the overhead is not that easy to read, either. There are far too many students to allow more than a tiny fraction of the questions that occur to them to be answered.If it's a choice between spending $ on IT and spending $ on reducing class size, the latter would be a much more effective means of improving education at UCSB.

Q7: The main thing I usually need is computer help - learning new software, fixing problems, sometimes advice on buying new hardware (and - though rarely - software). These can take lots of time, and be very distracting - they have me trying to do things I'm not competent at. In my own department (Bio Sci), the organization of the computer support staff has reduced these problems - by increasing response rates and success - in recent years.

Q7: there really is not enough tech support from LSIT; they are always too busy and it is very difficult to get help on computer, email, web problems on this campus; hope you can hire more tech support

Q7: Need cameras for prints / Xpar in Campbell/LLCH and other lecture halls that would plug into video projector and supplant existing overhead projectors. VCR's available on stage would also be helpful and reduce dependency on expensive Kerr Hall staff. Also, having a multimedia computer (1GHz at elast) in LLCH would be helpful; I had to schlep my laptop to class to show Ppt stuff.In nearly all the big lecture halls (Campbell, LLCH), the AV is stuck out on the stage along with 1-2 podia and 1-2 overhead projs and the result is that the projector image is blocked for many students. Suggest offstage eqmt with remotes, and glass or skiny podia for lecturing.

Q7: I have not yet made use of campus support / IT classes for class web page development etc - however in the long term I would like to learn more about this, and I believe that user support and these classes are very valuable.

Q7: our department definitely needs more sysadmin time and larger budget for computing; most of our courses require computing. In Berkeley and most of other U-ties StatisticsDepartments have their own computer labs for UG students, something we only dream about ...

Q7: See above, question 4, on costs of tech. use being difficult to cover in dept budgets. For faculty who haven't mastered the four cables and eight holes involved with every web connection in a big lecture hall, and/or don't have $$ to pay a research asst to do the setup, and don't work in a dept rich enough to cover fees from Kerr Hall, the web-based tech/pedagogy fit is not yet seamless on this campus.

Q7: I am one of those folks who just needs a little more help when it comes to using the web extensively in my courses. The nature of my research is such that there are many other types of technology to stay on top of. These are more critical to my lab's work. Computing, as opposed to the other people in my department whose main research tool is the computer, is only one of many tools that we use and by far not our most important. This effects my investment in computing technology for teaching. There are so many other technologies in research that we are continually learning and using!

Q7: I think all lecture rooms should have internet access, and projection capability .

Q7: 1. As above, better support for online access in every classroom.2. More scheduling flexibility for in-class computer use. Should be able to bring in a laptop and plug it in, for my use or student presentations. Currently have to arrange ahead with Media Services.3. I prefer those classrooms with a computer console in the room. I can teach from the web without lugging a laptop around.3. Better support for our department computer lab. Centralized labs don't offer the hardware and software support we need for our linguistics applications. Hardware support has been good lately, but we still need a permanent (fractional) staff FTE position so we can have professional support with continuity.

Q7: I have found the video conferencing capabilities to be fraught with problems (lack of availability when needed, unreliable equipment) but I haven't used the resources recently and they may have improved.

Q7: There is little or no staff support for faculty who are setting up course web pages. I have had to rely on other faculty to teach me how to set up and edit web pages. Faculty in our department spend too much time administering web pages, which is an area that should be assigned to staff.

Q7: we need computers with different systems (such as JIS as opposed to USIS), and we need funds in general.

Q7: I am a retired faculty member on recall and thus have a limited teaching assignment. If I were actively teaching, my responses would be very different- i.e. more use of IT tools. The class I currently teach is not conducive to the use of these tools.

Q7: more training should be availible on a regular basis (for example for powerpoint, pajemaker, ect...)

Q7: I teach courses on 1-time basis to grad students. It's not worth developing alot of tools for a single time of teaching to 12-15 mature students. I can work with them one-on-one.

Q7: I teach hum ans socsci classes with lots of visuals (slides, film clips) but do not use powerpoint because I don't see how it improves the effectivness of my teaching. I would rather have the resources to digitize my visual data first and I don't.

Q7: In History, it seems to me that the most widely useful use of IT is in webpages. I would like to see more funds diverted to helping faculty create ample webpages. These are extremely useful, not only in direct communication with students enrolled in a class but in helping students select classes and, especially, in aiding grad students in choosing a grad school.

Q7: provide more instructional resource funding for grad students to assist with web page design and the development of electronic resources (images, data sets, pdf files of articles,ect.)

Q7: always a shortage of MAC's; consultants are 'part-time' only (eg. George Michaels)

Q7: Equip all classrooms with data projectors, computers, and internet connections in that order of importance.

Q7: more needs to be done to keep viruses out of our email. My concern[?] is that more could be done in this case[?] than we are doing, although I'm no expert and don't know exactly what it would be. But I have heard of systems that have daily[?] backup of all data files via email. That is alot better than relying on floppies or even CD-burners.

Q7: on email: many undergrads don't activate their accounts or use email, so it is only partially effective. We need to get them all using email on a regular basis. Another problem is that they tend to change addresses a lot.on chat, electronic white board: I did this area in a large lecture course. There was alot off of off topic discussion and even inappropriate comments, so I discontinued

Q7: provide more help at departmental level, not centralized (although it should be coordinated at some level)

Q7: remote mouse in HSSB 1173,1174, Campbell and IV Theatre! We've been asking for two years.

Q7: comments: my students use email to contact me. Most such contacts are not necessary, eg. they raise questions answered in the syllabus. In the past students would use the phone in a similar way and some still do. That is the extent of my

Q7: funding needs to be available at the departmental level for constructing and maintaining websites which by their nature change quickly, especially given the pace of the quarter system

Q7: [in response to question 6]I don't know about ucsb in general. GGSE commitment is high

Q7: very little information technology is available in music; in my case, collaboration with areas such as dance and movement (Drama dept) and psychology (analysis of body movements and non-verbal communication) could lead to development of interesting technological tools.I have been lead to understand that the psychology dept has been developing equipment to collect data and analyze body movement-collaboration between music (conducting) and psychology could be invaluable as my area focuses on non-verbal communication, and I plan to write a book on its applications to choral conducting.

Q7: we need more TA's to staff upper division courses

Q7: more competent support for research is needed. There's quite enough for teaching with Mathlab and MathSci.net subs.

Q7: If other branches of the University were as supportive as information technology in teaching, it would be great. This is in response to the help I have received for my large classes, from Stan, Rick, and George. Without your assistance I would not have been able to develop R.S. 14/NATLINK as an integral part of the pedogogy for teaching Native American religious studies at UCSB, where we have developed an entire new field. The first in the nation.

Q7: [this was a note written on the course management page]I don't know what is done there so I don't know how they could help. I mostly rely on excel.

Q7: This is not a good questionaire-Doesn't get to problems with technologyDoesn't offer options-Doesn't have baseline-Way too vague-use it a little or not a lot! one assignment or all ect.Focus groups may be a better method of obtaining info-

Q7: More media need to be built into classrooms; media delivery when necessary, should be largely centrally funded by the administration.

Q7: we need more classrooms (rather than computer labs)- the way the rooms are now set up, they are not conducive to teaching. What I'd like to see are more rooms with a seminar table in the middle and computers (or bags[?]for laptops) along the perimeter.

Q7: I don't know much about what resources you offer[?]- except it seems that few classrooms are equipped with computer plug-ins and TV projections[?]

Q7: I support IT, but not at the expense of the library and its resources materials

Q7: Our email terminal cannot handle sub or super scripts which makes chemistry difficult and can't draw structures either. In my opinion the computer makes learning even more distant from prof., not the right direction

Q7: The university will do a poor job on it. See for example the Webification of these surveys [?] another example is the awful on-line parking system for permits or IC reservation systems. Putting untalented people to design these systems is the wrong answer. Leave the paper forms, please!!