

NYU's Academic Discovery Process Timeline

March 2008

Startup

Initial meeting to agree on purposes
Question sets created for faculty interviews and student focus groups

April

Initial Discovery

Interviews with thirteen faculty members
Graduate student and undergraduate focus groups

June

Agreeing on Survey Questions

Presentation of initial discovery results
Straw survey design

July - August

Finalizing the Questions

Survey questions vetted and finalized

September

Survey Testing and Administration

Beta testing with faculty and students
Survey administered

October - November

Analysis and Draft Report

Survey analysis

Purposes

- How faculty divide their time between teaching, research and administrative duties—and for faculty who engage in research and teaching, what types of activities they engage in, the context of their research, and how they share their published and unpublished work.
- What technology tools the community is using for teaching, learning and research—and how prominently these tools factor into teaching, learning and research at NYU.
- Which new technologies are being introduced by the community—and what NYU will need to do to support these new technologies.
- How and where the community accesses the technologies it uses
- Which obstacles hinder faculty use of instructional technologies—and the extent of those hindrances.
- Where the community turns to for help with technology
- Which steps might be most useful for helping faculty make greater use of instructional technologies
- For a few select services, where customers are satisfied along with where they are dissatisfied and what gaps cause any disappointment in the customer experience
- What improvements are most important to the broader community

The ultimate goal is to provide an excellent customer IT experience that supports the teaching, learning, and research needs of the NYU community. In the near term, the goal is to improve the customers' ability to use IT to get their work done. The survey findings on the following pages provide a sound basis for determining how ITS can focus its efforts to enhance the quality of the customer experience at NYU.

It's Clear There Are Core Services

Blackboard Is a Major Tool for Faculty and Students

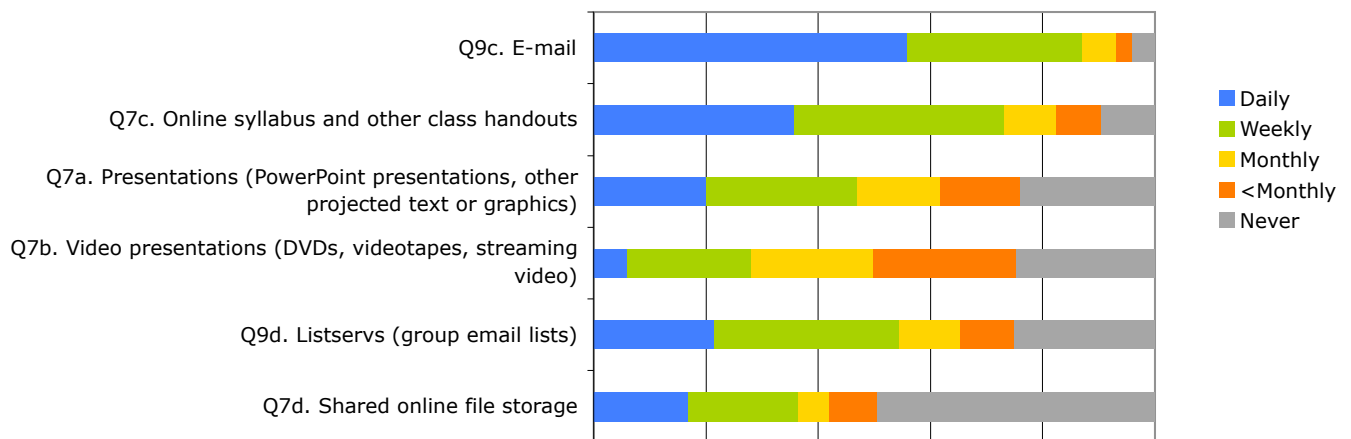
The table below shows the results for the question, "Do you use Blackboard?"

All Faculty	82%
Faculty who teach >50% of the time	80%
Faculty who research >50% of the time	83%
50/50 Teach/Research	83%
Students	97%

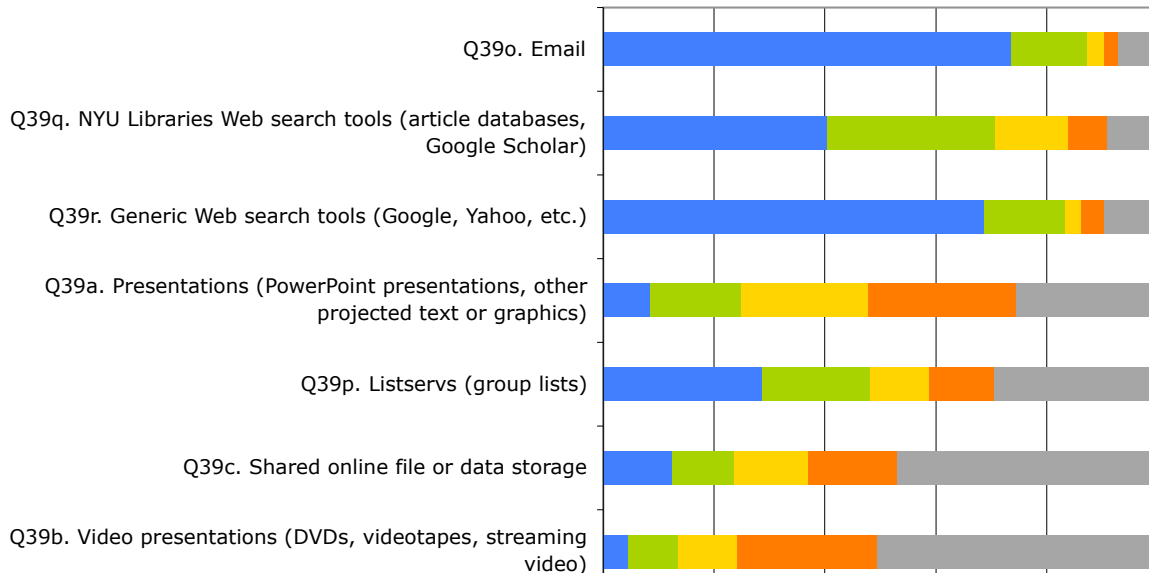
Classroom A/V Emerged as a Key Service During Faculty Interviews

MOR Associates interviewed faculty members and conducted focus groups with students in preparation for the design of the survey. It was clear from the faculty interviews that the provision of reliable classroom audio-visual equipment and services was one of the most important facets of instructional technologies.

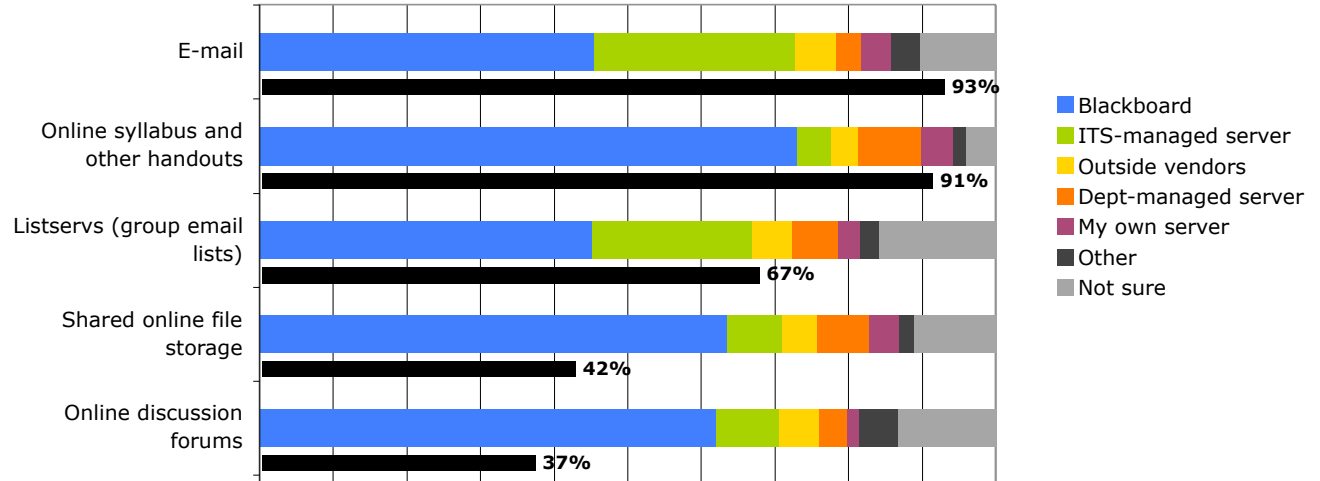
Q7-9. Frequency of Using Specified Instructional Technologies, n=329



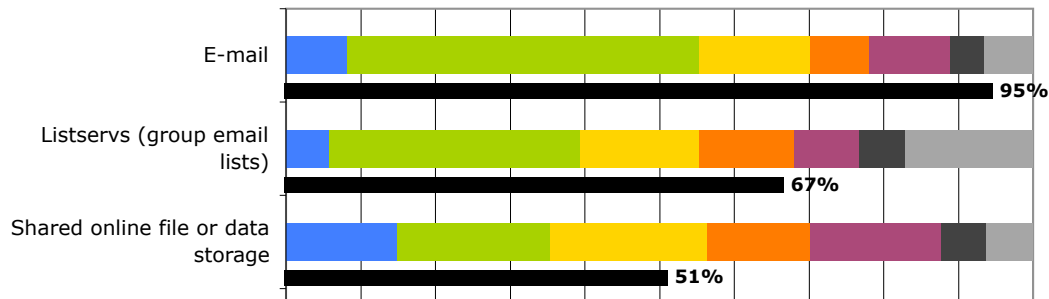
Q39. Frequency of Using Specified Technologies for Research, n=299



Q11-12. Relative Use of Means of Access for Web-Based Instructional Technologies, Sorted by Usage of Tools (Black Bar) by Respondents, n=313



Q41. Relative Use of Means of Access for Web-Based Technologies, Used for Research, Sorted by Usage of Technologies (Black Bar) by Respondents, n=279

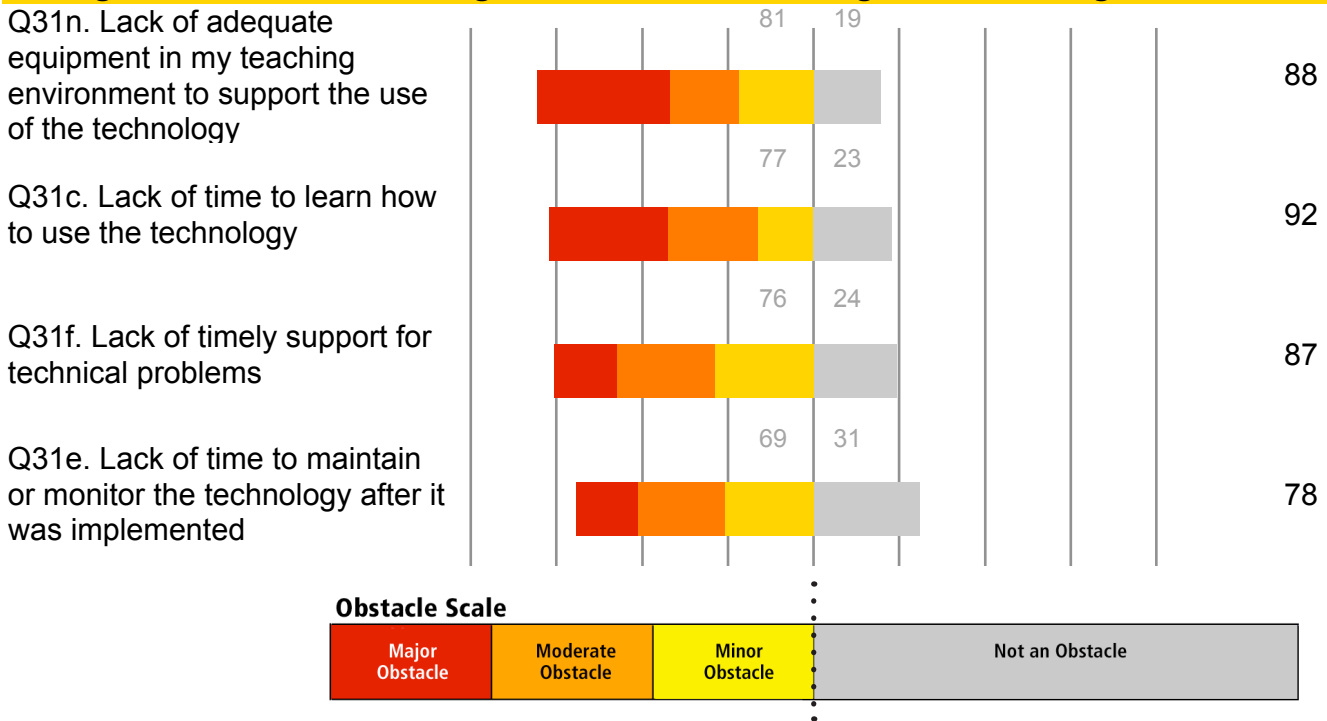


Faculty Interest in Learning More: The Mind Is Willing, But...

Q33 Which of the following best describes your feelings about learning more about how you can use instructional technologies?				
	I'm not interested.	I'm interested in the technologies, but I want instructional technology professionals to develop my course content and deal with any technical issues.	I am interested in learning how to develop course content by myself, provided I have some support.	Count
All Fac	18%	23%	58%	306
Tch	16%	25%	59%	138
Rsrch	30%	19%	51%	70
50/50	20%	18%	61%	44

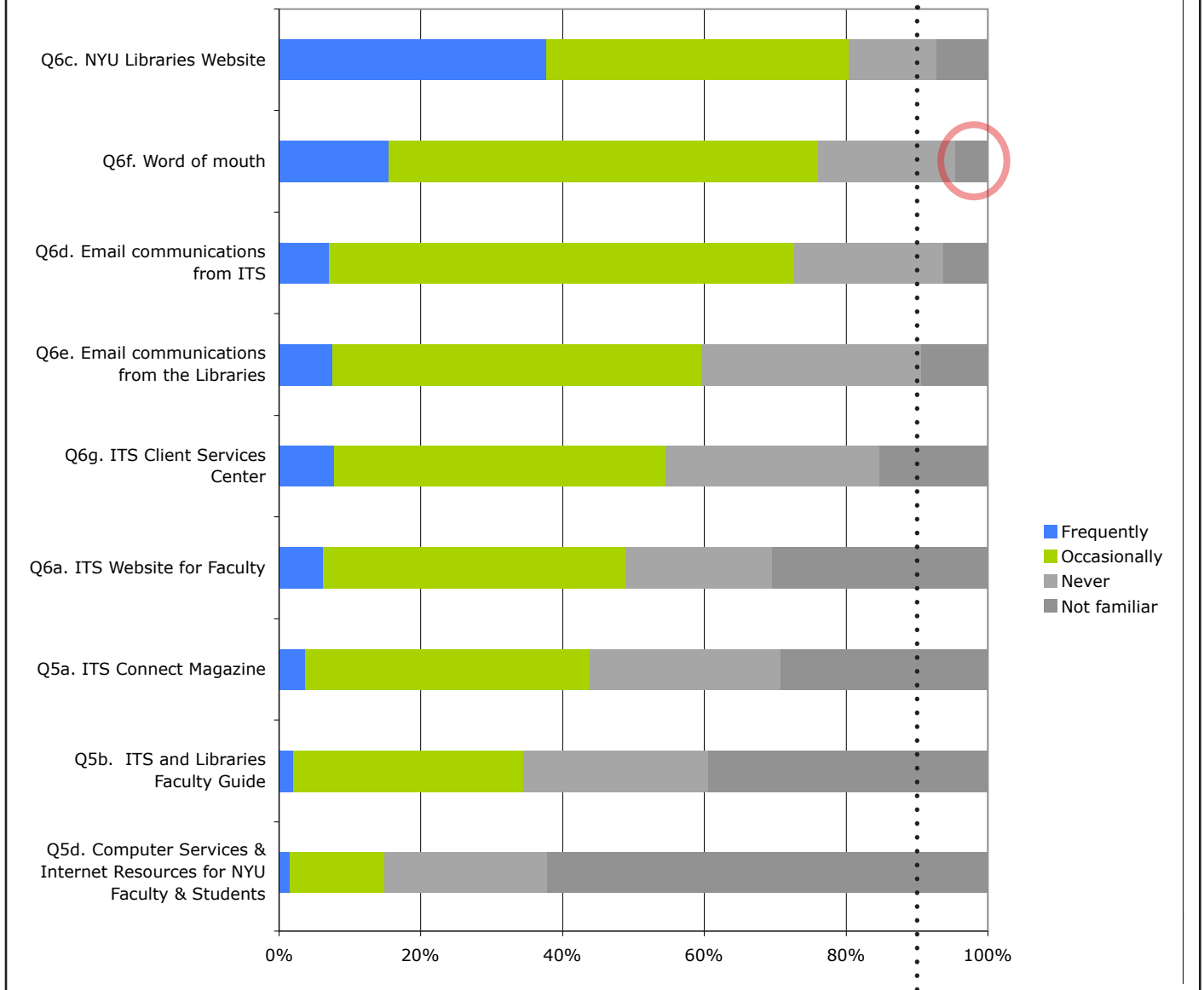
They Are Pressed for Time

Strength of Obstacles in Using Instructional Technologies in Teaching



There Are Lots of Excellent Resources of Information, But Their Penetration Is Limited—Especially Print Resources

Q5-6. Frequency of Learning Something Useful On Technology at NYU, n=406

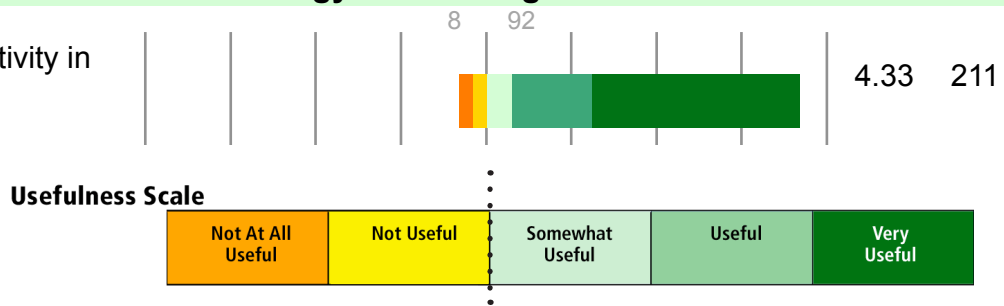


“I’m not interested.”

Improved Wireless Connectivity Is, Perhaps*, the Single Most Desired Enabler of Instructional Technology. And It Doesn't Ask Additional Time Commitments from Faculty

Usefulness of Central Services for Incorporating Instructional Technology in Teaching

Q35h. Wireless connectivity in classrooms and labs



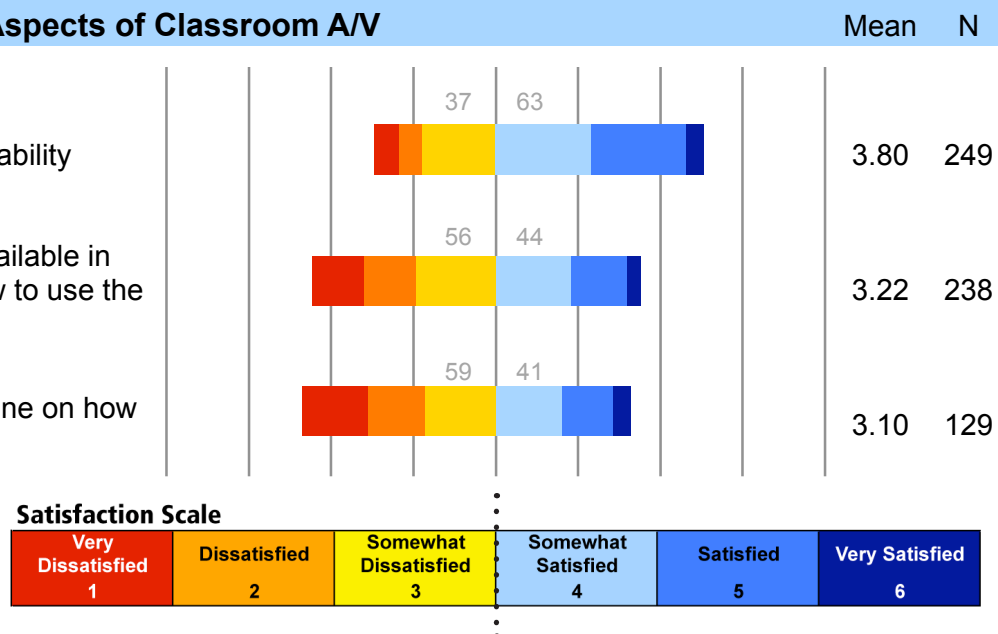
Faculty Dissatisfaction with Classroom A/V Resources Was Well-Documented, But They're Much More Upset by the Documentation on How to Use the Existing Equipment

Satisfaction with Aspects of Classroom A/V

Q21b. Equipment reliability

Q21e. Information available in the classroom on how to use the equipment

Q21f. Information online on how to use the equipment



*Our list of centralized services rated for usefulness did not include any classroom A/V items.

The Community Seems to Perceive There Are Limits to What They Can Expect

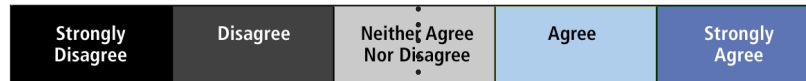
Agreement With Statement About ITS

N

Q65a. ITS has enough resources to deliver excellent services.

203

Agreement Scale



Q65a ITS has enough resources to deliver excellent services.						
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Count
All Fac	5%	34%	33%	19%	9%	203
Tch	6%	37%	30%	20%	6%	79
Rsrch	4%	36%	38%	12%	10%	50
50/50	4%	28%	32%	20%	16%	25
Studnts	10%	51%	30%	7%	2%	305