



2006 Academic Technology Survey Results and Summary

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Table of Content

Purpose	3
Goals and Research Questions	4
Populations, Sampling, Methodology, and Response Rate	6
Data Analysis	7
Demographics.....	7
Survey Results.....	7
Cross-tab Survey Results.....	48
Testing for Significance	57
Appendix A: Survey Questionnaire Design	58
Appendix B: WebSurvey Report for All Respondents	76
Appendix C: Web Survey Report by Position	77
Appendix D: Statistical Analyses	78

Purpose

Through the 2006 Academic Technology Survey, the department hopes to build understanding of instructors' needs/ challenges, whether these instructors are current clients or may become future clients. Among current clients, AT wishes to determine how well the department is meeting instructors' needs through technologies, services, and support. Teaching/learning needs may differ depending upon a wide variety of variables. In this study, we identified four groupings for comparison: *Position*, *School or College*, *Career Stage*, and *Technology Adoption Category*.

Position was defined by UW-Madison employees with instructional assignments: department chairs, tenured faculty, tenure track faculty not yet tenured, non-tenure track instructors, and graduate student teaching assistants.

School or College was based on each employee's primary appointment within UW-Madison.

Career Stages were defined by years of experience: pre-career (teaching assistants), early career (1-9 years), mid-career (10-20 years), and late career (21+ years).

Participants were also assessed to determine whether they met criteria for two of the *Technology Adoption Categories* defined by Geoghegan¹. These included: Early Adopters, instructors willing to try new technological approaches to teaching, and Early Majority, instructors preferring to wait until teaching approaches have been adopted and tested by colleagues. In this survey we were primarily interested in these two categories of our client base. Other categories in the Geoghegan model include Late Majority, instructors who wait until teaching approaches using technology are widely adopted before joining in, and Laggards, instructors who refuse to use technology in their instruction, regardless of adoption by the vast majority of their colleagues.

Another purpose of this study was to identify emerging technologies viewed as having potential to solve unmet needs/challenges and/or to potentially transform teaching/learning.

¹ Geoghegan, W. E. (1994). *Whatever Happened to Instructional Technology?*. A paper presented at the 22nd Annual Conference of the International Business Schools Computing Association, Baltimore, MD.

Goals and Research Questions

The 2006 Academic Technology (AT) Survey was developed by a departmental team and implemented during the Spring Semester of 2006. Goals of the campus-wide survey, as determined by team members and approved by AT managers, were as follows:

Survey Goals

- Identify teaching/learning challenges identified by administrative faculty, tenured and untenured faculty, instructors, and teaching assistants.
- Identify emerging trends holding promise to meet needs.
- Identify opportunities to transform teaching and learning.
- Identify satisfaction with current AT services/support.
- Identify best approach to meet needs for future AT services/support.
- Identify development services of interest, providing funding is available.
- Compare expectations for self-direction, for guidance, and for direct assistance.
- Compare current and ideal self-direction resources, consultation, and funding for direct services to fulfill needs.
- Compare instructional needs identified among administrative faculty, tenured and untenured faculty, instructors, and teaching assistants.
- Compare instructional needs along the continuum of teaching experience (early career, mid-career, late career).
- Compare instructional needs between instructors identified as early adopters and early majority.
- Compare current academic technology and related services with emerging academic technology and related services along the continuum.

Research Questions

This survey was designed to determine the following as a means of answering questions of interest to Academic Technology:

AT Research Question 1: How well do current technologies, services, and support meet teaching/learning needs and challenges on campus?

- 1) Determine usage of current technologies.
- 2) Determine usage of AT services and support.
- 3) Determine satisfaction with current technologies, services, and support provided by AT.

AT Research Question 2: What teaching/learning needs and challenges remain on campus that Academic Technology could potentially address?

- 1) Determine unmet teaching/learning needs.
- 2) Determine unmet teaching/learning challenges.

AT Research Question 3: In what ways, if any, do teaching/learning needs and challenges differ based on perspective?

- 1) Determine differences in responses based on position (Department Chair/Director, Tenured Faculty, Faculty not yet Tenured, Instructional Staff, and Teaching Assistant).
- 2) Determine differences in responses based on school/college of primary appointment.
- 3) Determine differences in responses based on career stage ((Pre-career, Early, Middle, and Late).
- 4) Determine differences in responses based on Technology Adoption Categories (Early Adopters versus Early Majority).

AT Research Question 4: What emerging technologies are viewed as potential solutions and/or having potential to transform teaching/learning?

- 1) Determine emerging technologies viewed as potential solutions to unmet needs/challenges.
- 2) Determine emerging technologies viewed as having potential to transform teaching/learning.

AT Research Question 5: In what ways, if any, do the ratings of the potential of emerging technologies differ based on perspective?

- 1) Determine differences in responses based on position (Department Chair/Director, Tenured Faculty, Faculty not yet Tenured, Instructional Staff, and Teaching Assistant).
- 2) Determine differences in responses based on school/college.
- 3) Determine differences in responses based on career stage (Pre-career, Early, Middle, and Late).
- 4) Determine differences in responses based on Technology Adoption Category (Early Adopters versus Early Majority).

Populations, Sampling, Methodology, and Response Rate

Populations

The campus employee database, InfoAccess, provided the populations for each of the following designated groups: Department Chairs/Directors, Faculty (tenured and untenured), Instructional Staff, and Graduate Student Teaching Assistants.

Sampling

From each group, ten percent (10%) of employees were randomly selected to generate samples for this survey. The resulting participant list consisted of the following sample sizes:

- Department Chairs & Directors (n = 15)
- Tenured and Untenured Faculty (n = 213)
- Instructional Staff (n = 204)
- Teaching Assistants (n = 177)
- Total Participants (n = 609)

Methodology

The sample individuals received invitations by e-mail to participate in the survey, including a direct link to the electronic survey. A week following the initial invitation, a second e-mail message and link was sent to those who had not responded stating that their responses represented nine of their colleagues as well as themselves. This led to a dramatic increase in responses over the next week. A third message and link was then sent out to non-respondents as a final reminder and notice of the survey closing date.

Response Rate

Of the 609 potential participants, we received 225 completed surveys, a **39% response rate**. Survey participants were well-distributed among the sample groups and represented proportional percentages of representatives from various schools/colleges, career stages, and technology adoption categories.

Data Analysis

Basic Demographics

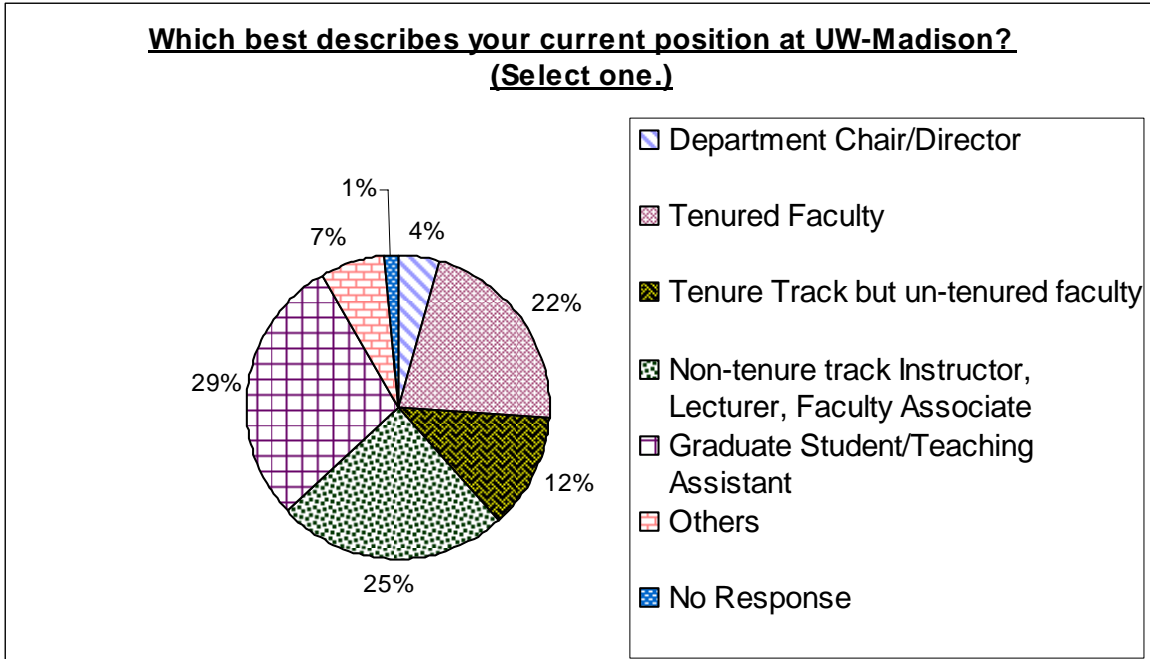
As noted in the four pie charts below, survey respondents were proportionally distributed among the possible variables: *Positions*, *Schools/Colleges*, *Career Stages*, and *Technology Adoption Categories*.

Survey Results

The bar charts that follow visually depict tabulated responses from the survey participants. Data tables are included along with the bar charts to provide all response options provided for each item, as well as the response totals and percentages.

Figure 1. Position Held at UW-Madison

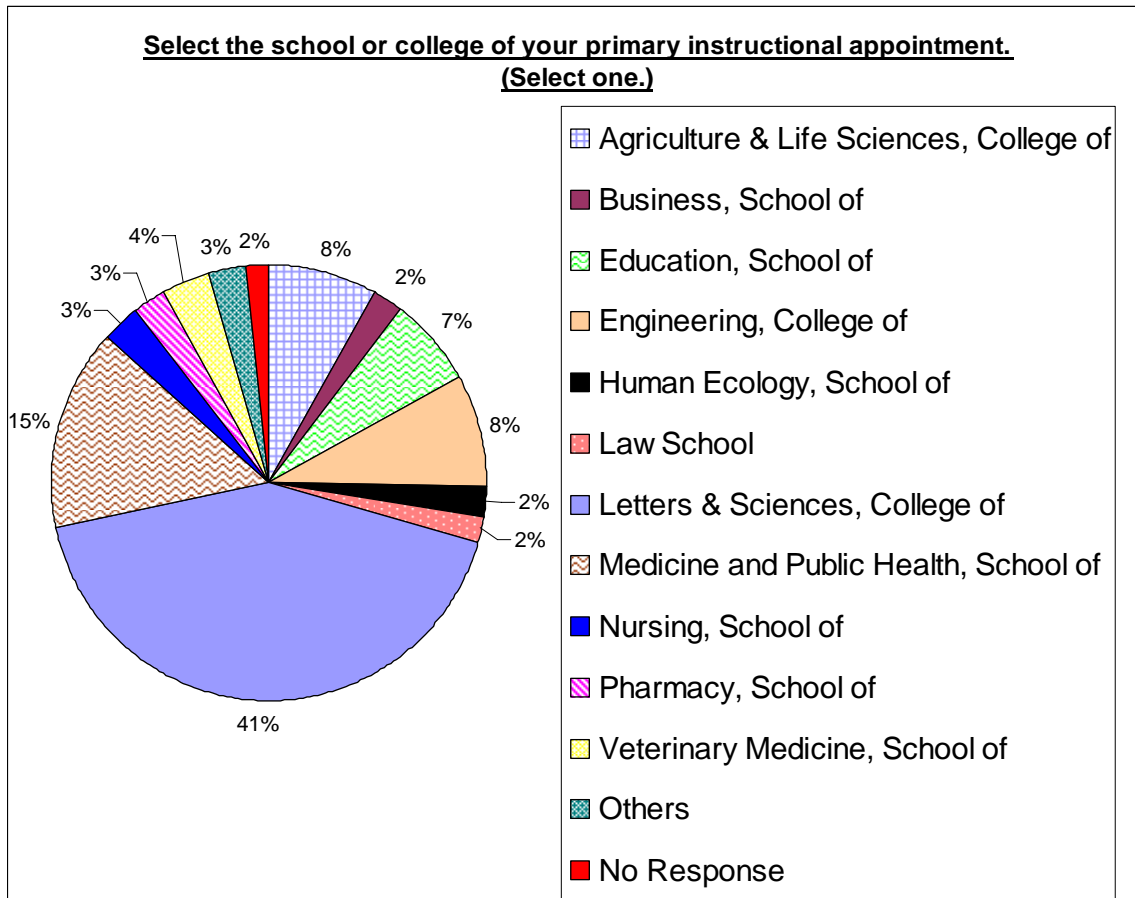
Approximately one-fourth of the total survey participants responded that they held each of these positions: Tenured Faculty, Non-tenure Track Instructional Staff, and Graduate Student/Teaching Assistant positions. The remaining quadrant was divided among participants holding positions as Department Chair/Director, Tenure Track but Un-tenured, and Other. Those indicating Other primarily identified themselves as holding Clinical Instruction positions or being away from campus on sabbatical.



Which best describes your <u>current position</u> at UW-Madison? (Select one.)	Response Total	Response Percent
Department Chair/Director	10	4%
Tenured Faculty	49	22%
Tenure Track but un-tenured faculty	27	12%
Non-tenure track Instructor, Lecturer, Faculty Associate	56	25%
Graduate Student/Teaching Assistant	64	28%
Others	16	7%
No Response	3	1%
Total Respondents	225	~100%
Total Responses	222	

Figure 2. School/College of Primary Instructional Appointment

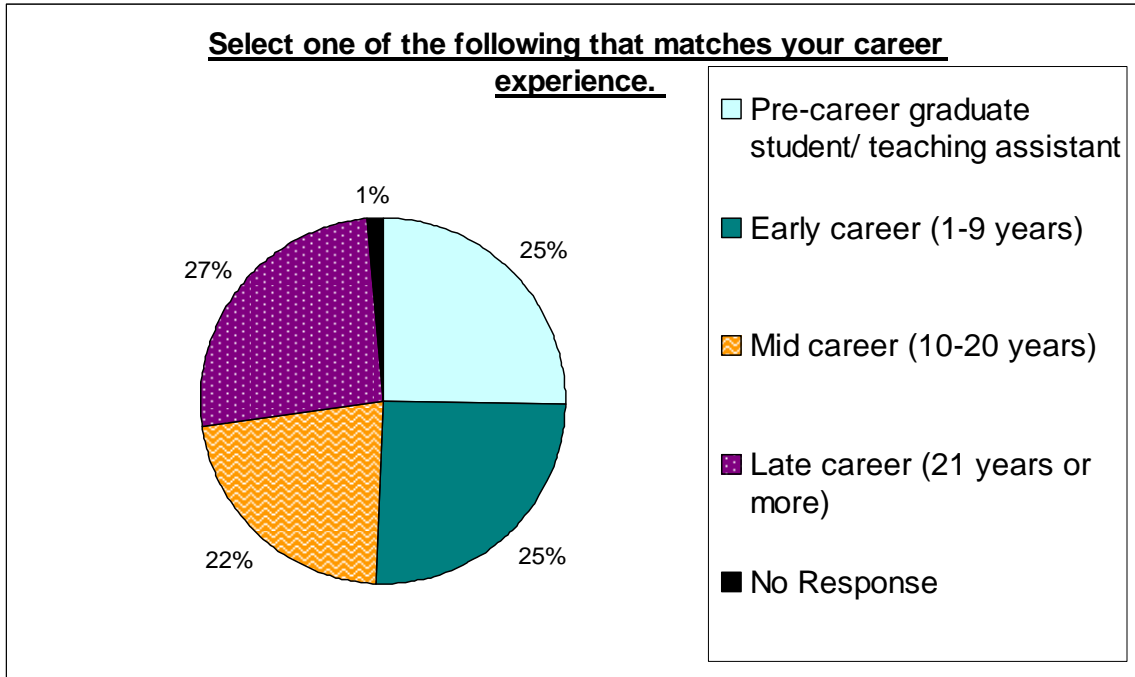
Instructional representatives from all (11) UW-Madison schools/colleges responded to the survey. The largest percentage of respondents held primary instructional appointments in the College of Letters & Sciences, also the largest college on campus. The School of Medicine & Public Health, College of Engineering, College of Agriculture & Life Sciences, and School of Education provided the next highest responses, followed by the School of Veterinary Medicine, School of Pharmacy, School of Nursing, Law School, School of Human Ecology, and the Business School.



Select the school or college of your <u>primary instructional appointment</u>. (Select one.)	Response Total	Response Percent
Agriculture & Life Sciences, College of	18	8%
Business, School of	5	2%
Education, School of	15	7%
Engineering, College of	19	8%
Human Ecology, School of	5	2%
Law School	4	2%
Letters & Sciences, College of	95	42%
Medicine and Public Health, School of	34	15%
Nursing, School of	6	3%
Pharmacy, School of	6	3%
Veterinary Medicine, School of	8	4%
Others	6	3%
No Response	4	2%
Total Respondents	225	~100%
Total Responses	221	

Figure 3. Career Stage

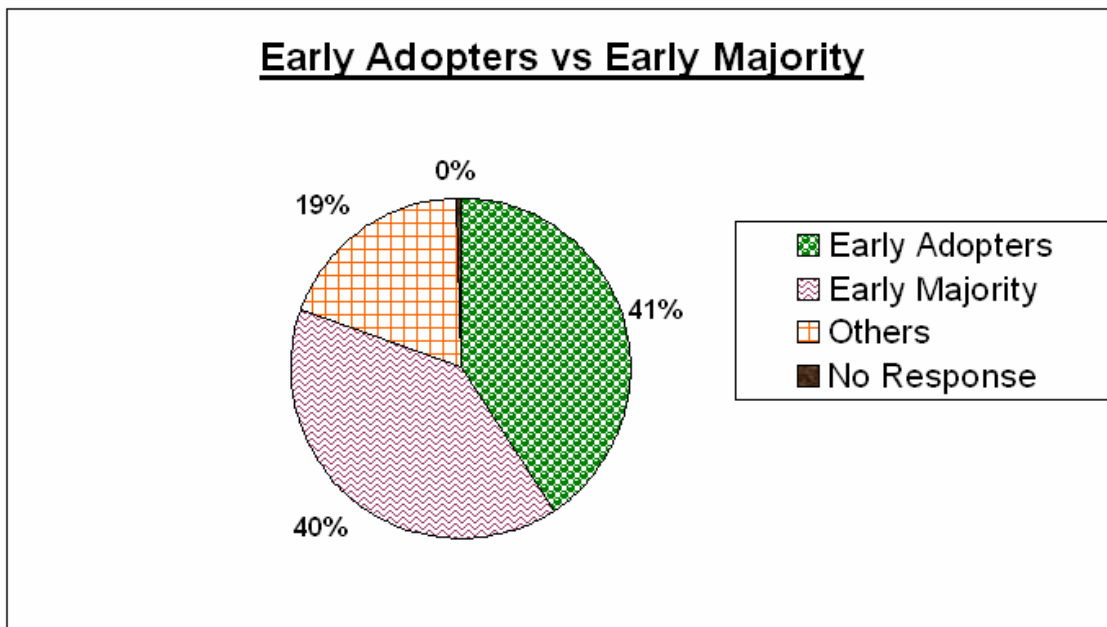
Survey participants represented a broad spectrum of academic experience. Interestingly, respondents were fairly evenly distributed among each career stage: Pre-career (graduate student teaching assistants) to Early Career (1-9 years), Mid Career (10-20 years), and Late Career (21+ years).



Select one of the following that matches your career experience.	Response Total	Response Percent
Pre-career graduate student/ teaching assistant	57	25%
Early career (1-9 years)	57	25%
Mid career (10-20 years)	50	22%
Late career (21 years or more)	58	26%
No Response	3	1%
Total Respondents	225	~100%
Total Responses	222	

Figure 4. Early Adopters vs. Early Majority

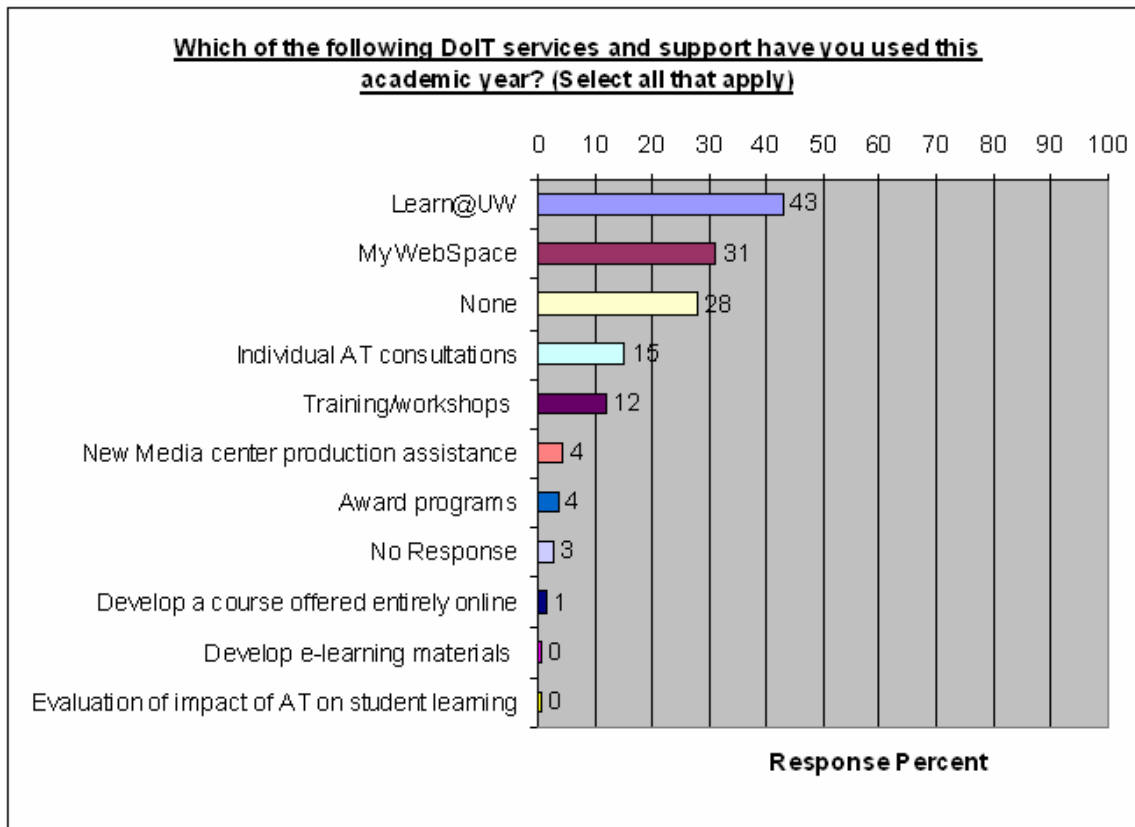
In this survey, instructors were assessed through personal ratings (See Appendix A., Question 24.a. – h.) to distinguish between Early Adopters, those who readily accept and use new teaching/learning strategies, and Early Majority, those who prefer to wait for tested and proven teaching/learning strategies. Interestingly, respondents to the survey were fairly evenly distributed between Early Adopters (41%) and Early Majority (40%). Forty-three, or 19%, of the respondents did not fit the criteria for our two categories of interest and may have fit other categories within Geoghegan’s model (e.g., Late Majority and Laggards).



Early Adopters vs. Early Majority	Response Total	Response Percent
Early Adopters	92	41
Early Majority	89	40
Others	43	19
No Response	1	0
Total Responses	225	100%

Figure 5. DoIT Services/Support Used This Academic Year

Nearly half (43%) of the survey respondents indicated that they had used the Learn @UW course management system in the 2005-06 academic year. Close to one-third used the My WebSpace file management system. Smaller percentages of participants indicated that they used Individual Consultations (15%), Training/Workshops (12%), New Media Center (4%), and Award Programs (4%). Nearly one-third of respondents (28%) indicated that they used None of the listed division services/support.



Which of the following DoIT services and support have you used this academic year? (Select all that apply.)	Response Total	Response Percent
Learn@UW	97	43% ²
My WebSpace	70	31%
None	63	28%
Individual AT consultations	34	15%
Training/workshops	27	12%
New Media center production assistance	10	4%
Award programs	8	4%
Develop a course offered entirely online	3	1%
Develop e-learning materials	1	0%
Evaluation of impact of AT on student learning	1	0%
No Response	6	3%
Total Respondents	225	
Total Responses	314	

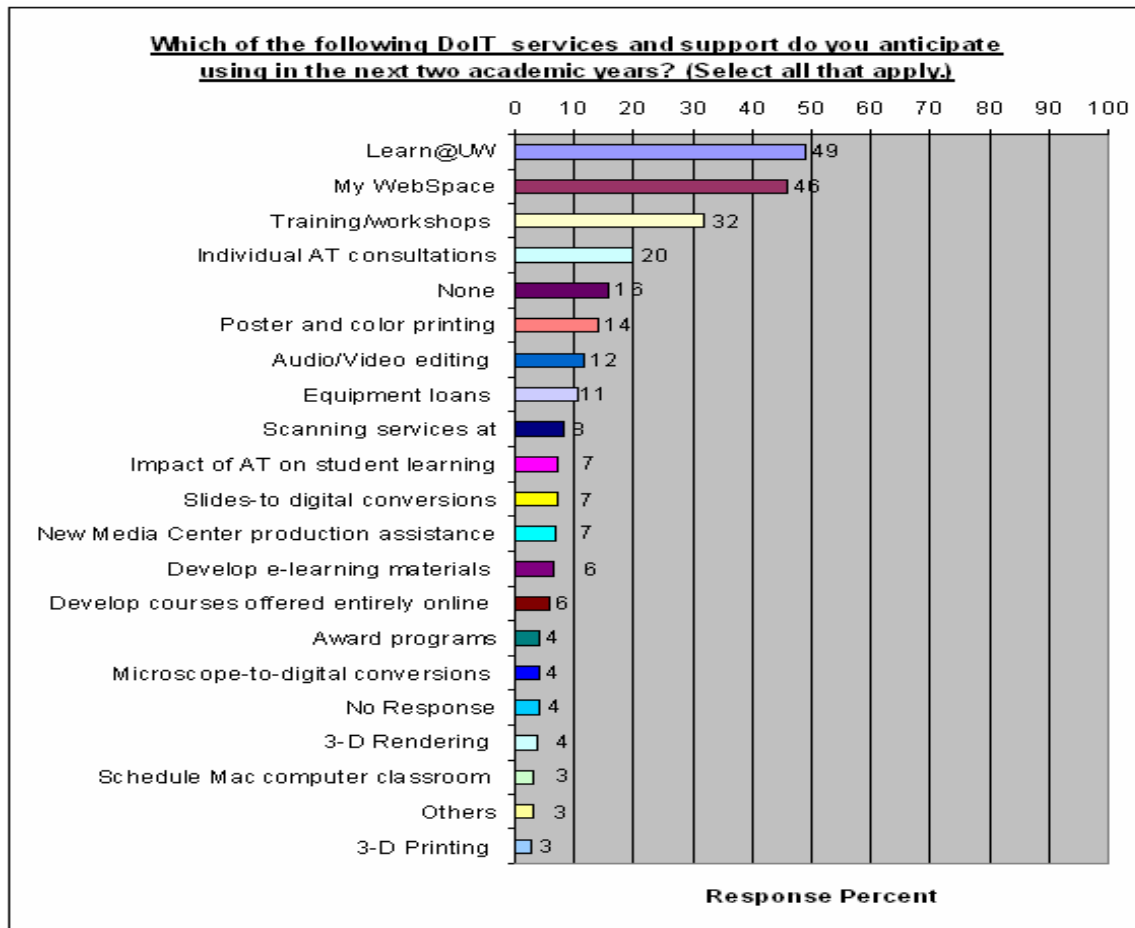
² The **Response Percents** are calculated by determining the proportion of the Response Total compared to the Total Respondents. For example, Learn @UW received 97 responses collectively from the 225 survey participants, thus $97/225 = x/100$ or 43%.

Figure 6. Anticipated Future Use of DoIT Services/Support

Considering survey responses, DoIT should anticipate increased use of services/support in the next two academic years. See the following for specific examples.

- My WebSpace (18% increase)
- Training/Workshops (17% increase)
- Learn @UW (7% increase)
- E-Learning Materials Development (7% increase)
- Individual Consultations (5% increase)
- Courses Offered Entirely Online (5% increase)
- New Media Center (2-9% increase, depending upon the service)

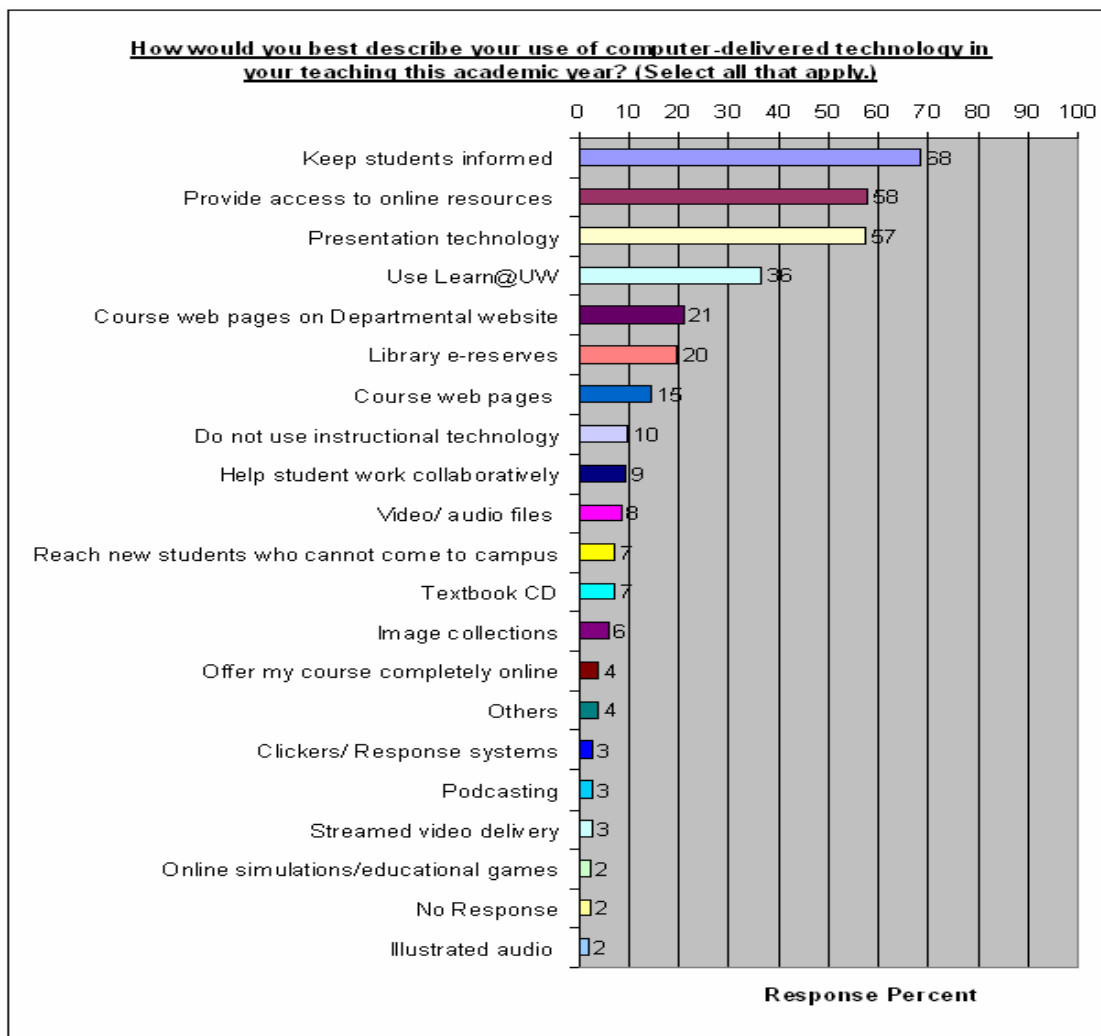
Additionally, DoIT should anticipate an increase in academic clients in the next two academic years. In this survey a 13% decrease in respondents indicated they anticipate using None of the DoIT services/support in the next two years.



Which of the following DoIT services and support do you anticipate using in the next two academic years? (Select all that apply.)	Response Total	Response Percent
Learn@UW	110	49%
My WebSpace	103	46%
Training/workshops	72	32%
Individual AT consultations	45	20%
None	35	16%
Poster and color printing	31	14%
Audio/Video editing	26	12%
Equipment loans	24	11%
Scanning services	18	8%
Impact of AT on student learning	16	7%
New Media Center production assistance	15	7%
Slides-to digital conversions	16	7%
Develop e-learning materials	14	6%
Develop courses offered entirely online	13	6%
Award programs	9	4%
3-D Rendering	8	4%
Microscope-to-digital conversions	9	4%
3-D Printing	6	3%
Schedule Mac computer classroom	7	3%
Others	7	3%
No Response	9	4%
Total Respondents	225	
Total Responses	584	

Figure 7. Reasons for Use of Technology in Teaching

The majority of survey participants indicated that they used computer-based technology this academic year for communication (Keep Students Informed 68%), followed by Provide Access to Online Resources (58%) and Presentation Technology (57%). Almost double the respondents indicated use of Learn @UW compared with those who indicated use of Departmental Websites for course materials (36% vs. 21%). Also, one-fifth of respondents indicated use of Library eReserves (20%).

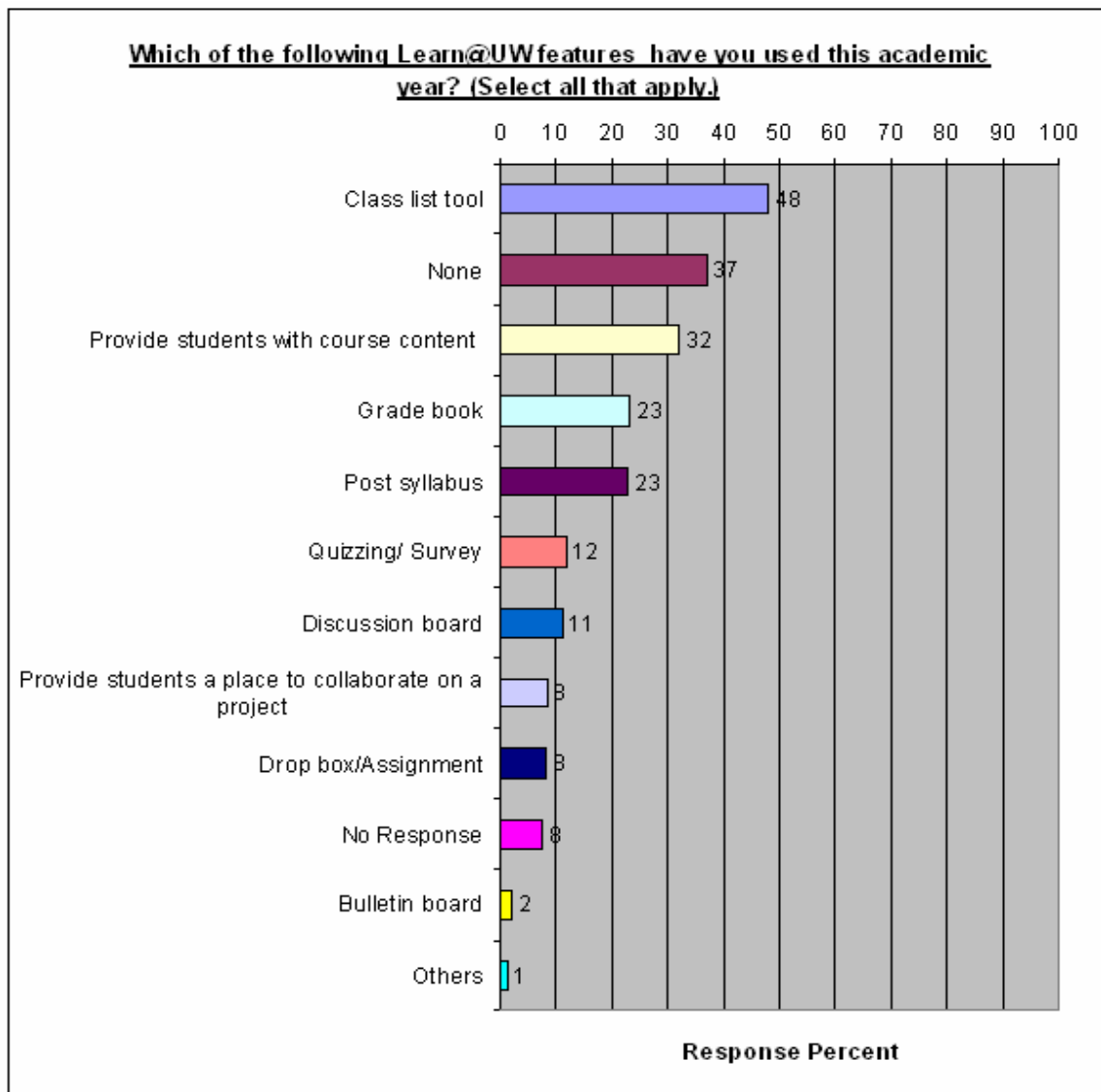


How would you best describe your use of computer-delivered technology in your teaching this academic year? (Select all that apply.)	Response Total	Response Percent
Do not use instructional technology	22	10%
Keep students informed	154	68%
Provide access to online resources	130	58%
Presentation technology	129	57%
Use Learn@UW	82	36%
Help student work collaboratively	21	9%
Reach new students who cannot come to campus	16	7%
Offer my course completely online	9	4%
Course web pages on Departmental website	47	21%
Course web pages	33	15%
Clickers/ Response systems	6	3%
Illustrated audio	4	2%
Podcasting	6	3%
Video/ audio files	19	8%
Streamed video delivery	6	3%
Library e-reserves	44	20%
Online simulations/educational games	5	2%
Image collections	13	6%
Textbook CD	16	7%
Others	9	4%
No Response	5	2%
Total Respondents	225	
Total Responses	771	

Figure 8. Uses of Learn @UW Course Management System

About half of survey respondents use Learn @UW to obtain their Classlist (48%). Other key Learn @UW uses include: Provide Students with Course Content (32%), Post Syllabus (23%), and Gradebook (23%).

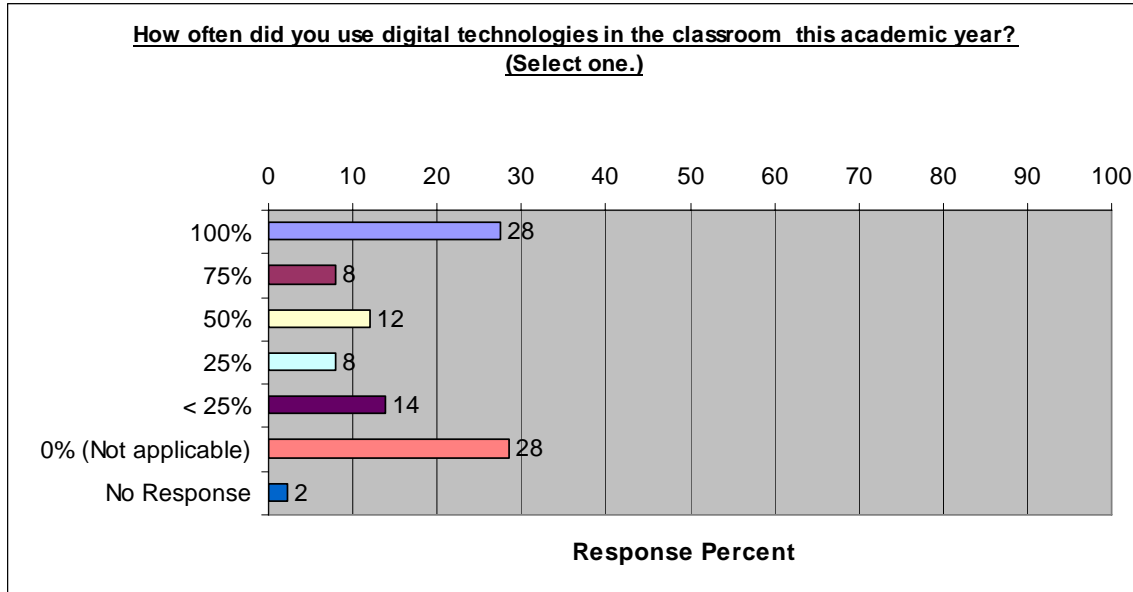
Forty percent (37%) of participants indicated that they had used None of the Learn @UW features.



Which of the following <u>Learn@UW features</u> have you used this academic year? (Select all that apply.)	Response Total	Response Percent
Class list tool	108	48%
None	83	37%
Provide students with course content	72	32%
Post syllabus	51	23%
Grade book	52	23%
Quizzing/ Survey	26	12%
Discussion board	25	11%
Drop box/Assignment	18	8%
Provide students a place to collaborate on a project	19	8%
Bulletin board	5	2%
Others	3	1%
No Response	17	8%
Total Respondents	225	
Total Responses	462	

Figure 9. Use of Digital Technologies in the Classroom

Over one-fourth (28%) of those completing the survey indicated that they used digital technology in the classroom every class session. However, another one-fourth (28%) did not use digital technology in the classroom ever. The remaining responses were split among use in the classroom less than a fourth of the time (14%), half the time (12%), three-fourths of the time (8%), and one fourth of the time (8%).

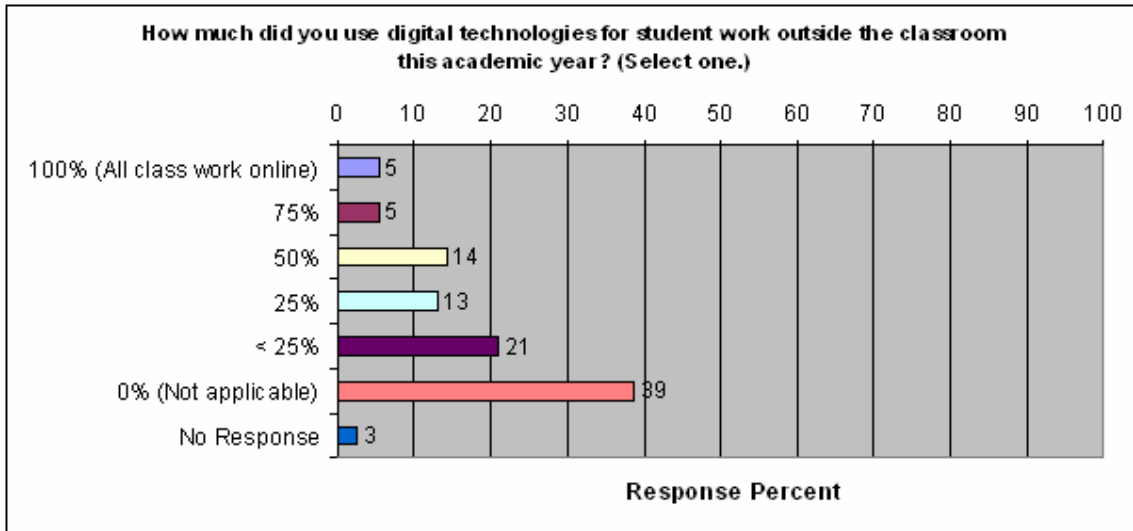


How often did you use digital technologies <u>in the classroom</u> this academic year? (Select one.)	Response Total	Response Percent
100%	62	28%
75%	18	8%
50%	27	12%
25%	18	8%
< 25%	31	14%
0% (Not applicable)	64	28%
No Response	5	2%
Total Respondents	225	100%
Total Responses	220	

Figure 10. Use of Technologies for Student Work Outside the Classroom

Survey participants generally used digital technologies less for student work outside the classroom this academic year. The majority of respondents either did not ask students to use technology for course work outside the classroom (39%) or asked them to use it less than one-fourth of the time (21%).

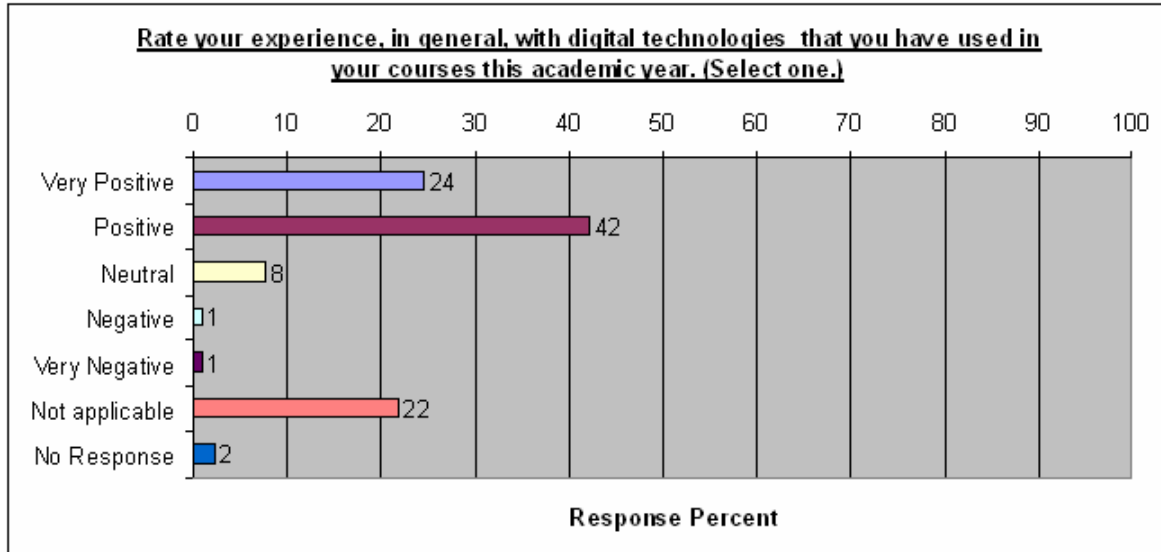
Very few respondents assigned students to all or a majority of class work online (5%, respectively).



How much did you use digital technologies for <u>student work outside the classroom</u> this academic year? (Select one.)	Response Total	Response Percent
100% (All class work online)	12	5%
75%	12	5%
50%	32	14%
25%	29	13%
< 25%	47	21%
0% (Not applicable)	87	39%
No Response	6	3%
Total Respondents	225	100%
Total Responses	219	

Figure 11. Satisfaction with Technologies Used in Courses

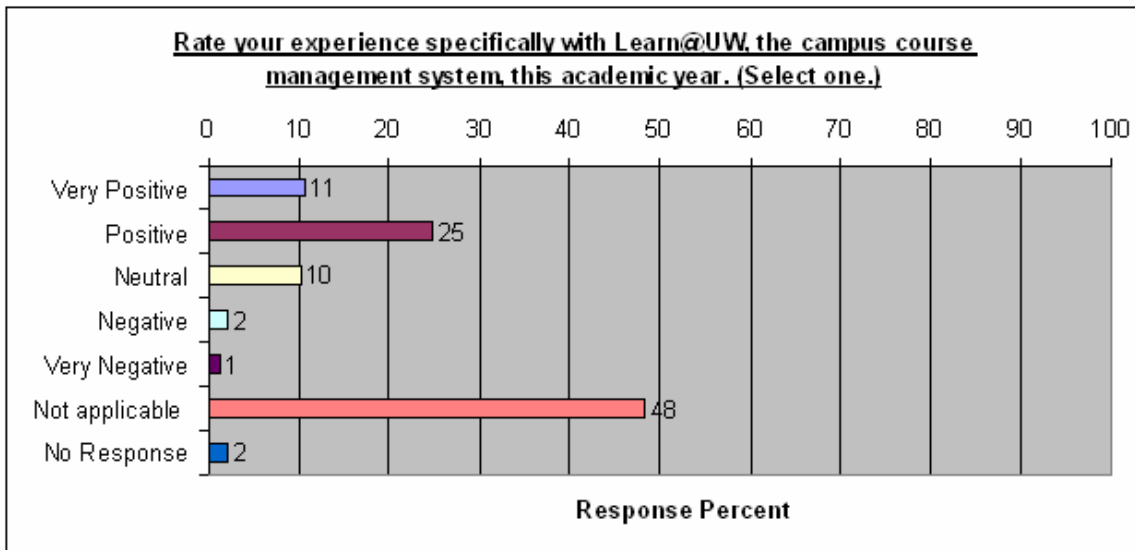
Instructors responding to the survey rated their experience with digital technologies as overwhelmingly positive (42% Positive, 24% Very Positive). A small percentage of respondents rated their experience with technologies in negative terms (1% Negative, 1% Very Negative).



Rate your experience, in general, with <u>digital technologies</u> that you have used in your courses this academic year. (Select one.)	Response Total	Response Percent
Very Positive	55	24%
Positive	95	42%
Neutral	17	8%
Negative	2	1%
Very Negative	2	1%
Not applicable	49	22%
No Response	5	2%
Total Respondents	225	100%
Total Responses	220	

Figure 12. Satisfaction with Learn @UW

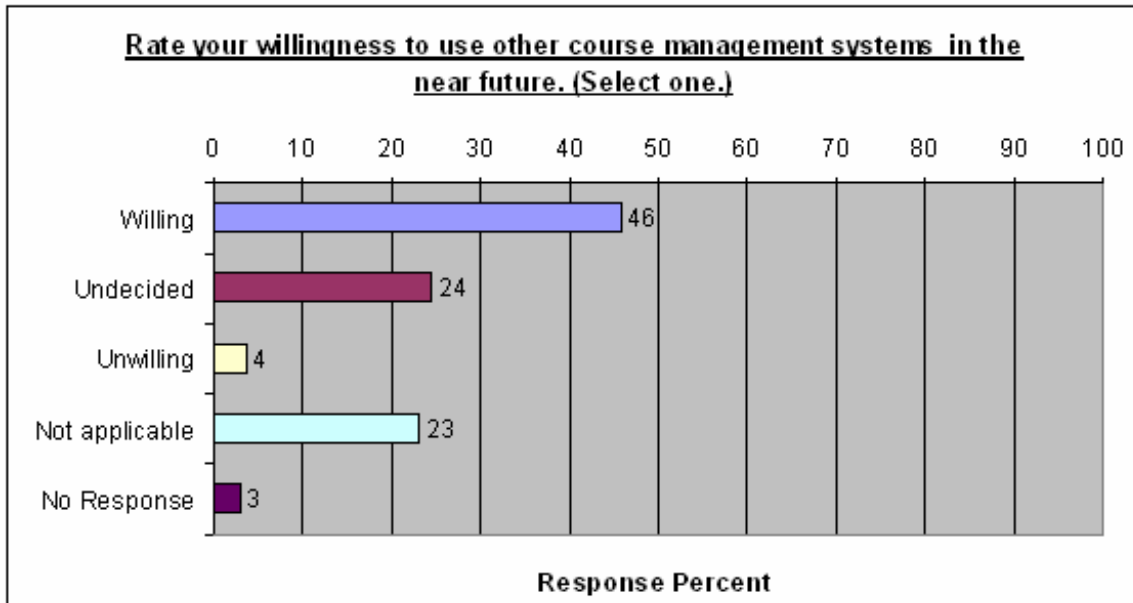
Of those survey respondents rating their experience with Learn @UW, the campus course management system, results were generally positive (25% Positive, 11% Very Positive). As in the previous rating of experience with all technologies, the percentage of those rating their Learn @UW experiences as negative was extremely low (2% Negative, 1% Very Negative). Again, almost half (48%) of the respondents indicated that they had no experience with Learn @UW.



Rate your experience specifically with <u>Learn@UW</u> , the campus course management system, this academic year. (Select one.)	Response Total	Response Percent
Very Positive	24	11%
Positive	56	25%
Neutral	23	10%
Negative	5	2%
Very Negative	3	1%
Not applicable	109	48%
No Response	5	2%
Total Respondents	225	~100%
Total Responses	220	

Figure 13. Willingness to use Other Course Management Systems

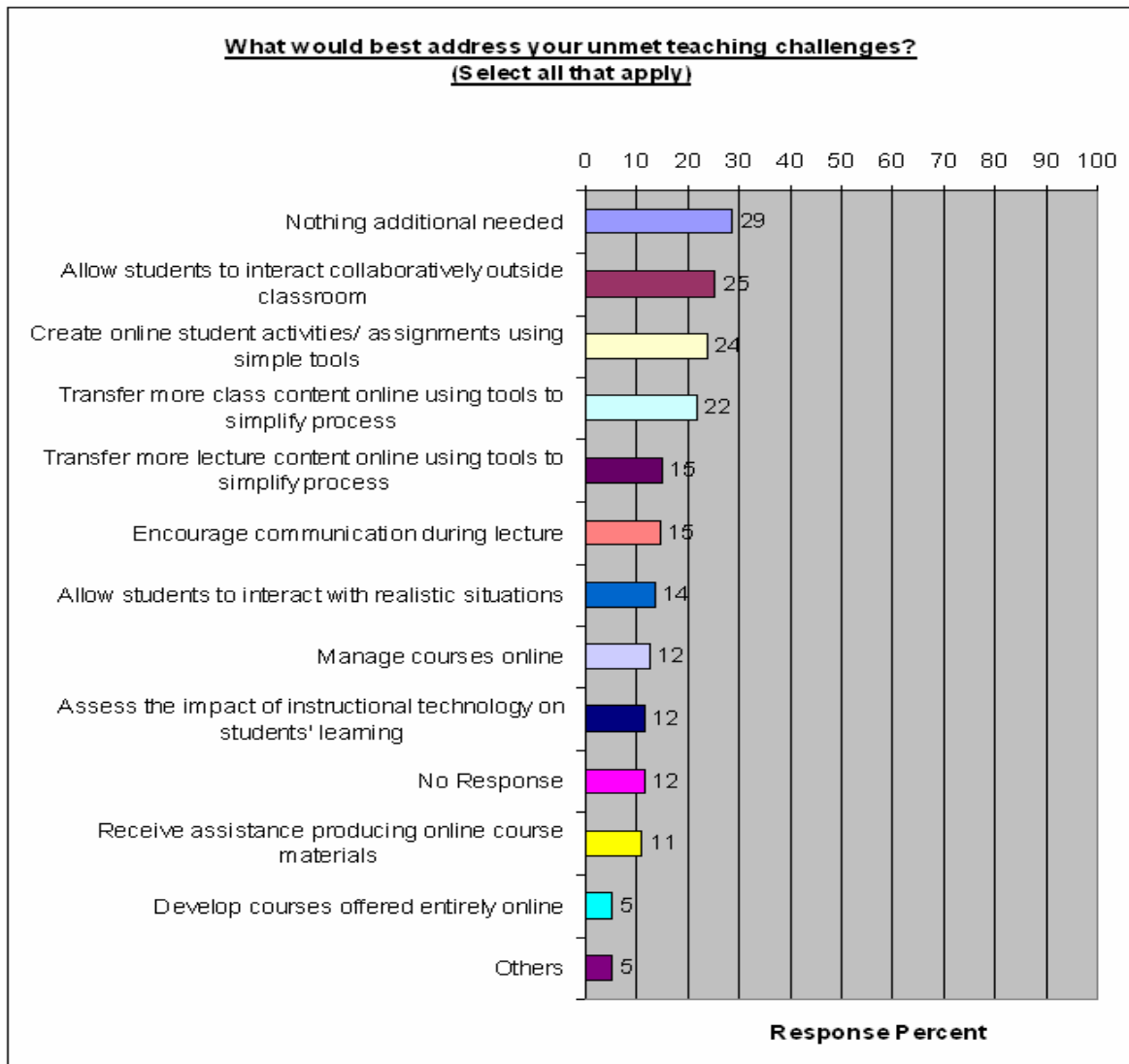
Even though many survey participants (37%) indicated positive experiences with Learn @UW, nearly half (46%) of the participants indicated that they would be willing to use other course management systems in the near future. This result contrasts with a very small percentage (4%) unwilling to use other course management systems.



Rate your willingness to use <u>other course management systems</u> in the near future. (Select one.)	Response Total	Response Percent
Willing	103	46%
Undecided	55	24%
Unwilling	8	4%
Not applicable	52	23%
No Response	7	3%
Total Respondents	225	100%
Total Responses	218	

Figure 14. Meeting Unmet Teaching Challenges

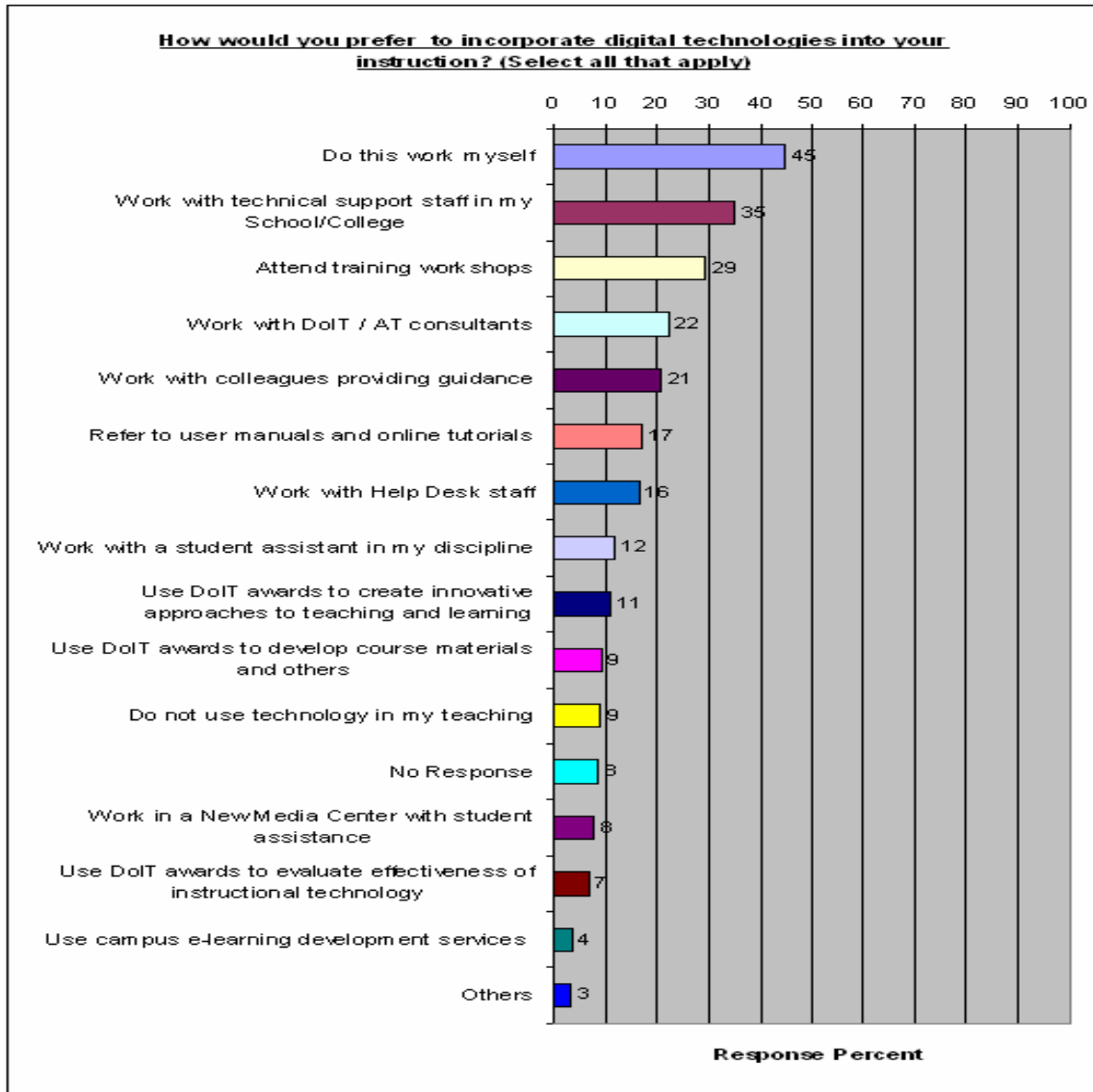
While over one-fourth (29%) of the participants requested nothing, one-fourth requested technologies to Allow Students to Interact Collaboratively Outside the Classroom (25%), followed closely by requests to Create Online Student Activities (24%) and Transfer More Class Content/Lecture Content Online (22% and 15%, respectively). Only a small percentage of instructors indicated Develop Courses Offered Entirely Online (5%) as an unmet challenge.



What would best address your <u>unmet teaching challenges?</u> (Select all that apply.)	Response Total	Response Percent
Nothing additional needed	65	29%
Transfer more class content online using tools to simplify process	49	22%
Transfer more lecture content online using tools to simplify process	34	15%
Create online student activities/ assignments using simple tools	54	24%
Encourage communication during lecture	33	15%
Allow students to interact collaboratively outside classroom	57	25%
Allow students to interact with realistic situations	31	14%
Receive assistance producing online course materials	25	11%
Assess the impact of instructional technology on students' learning	26	12%
Manage courses online	28	12%
Develop courses offered entirely online	12	5%
Others	12	5%
No Response	26	12%
Total Respondents	225	
Total Responses	426	

Figure 15. Preferred Methods to Incorporate Technologies into Instruction

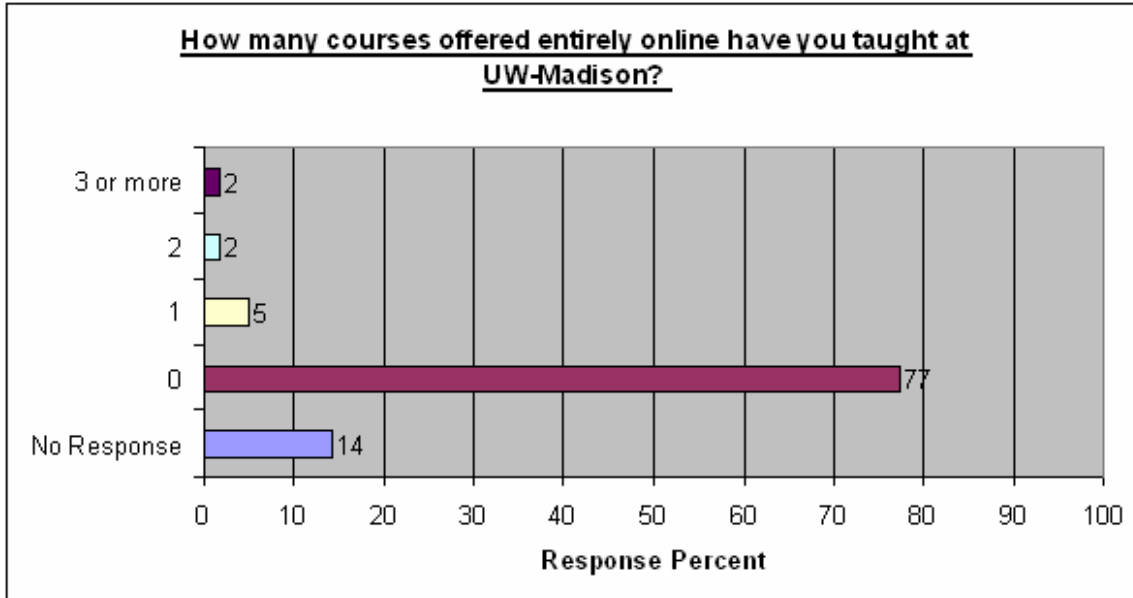
Almost half of instructors completing the survey indicated Do the Work Myself (45%) as a means of incorporating technologies into instruction. The next most popular methods included Work with Technical Support Staff in My School/College (35%) and Attend Training Workshops (29%). Methods least preferred were Use Campus e-Learning Development Services (4%), Use DoIT Awards to Evaluate Effectiveness (7%), and Work in a New Media Center (8%).



How would you <u>prefer</u> to incorporate digital technologies into your instruction? (Select all that apply.)	Response Total	Response Percent
Do this work myself	101	45%
Work with technical support staff in my School/College	79	35%
Attend training workshops	66	29%
Work with DoIT / AT consultants	50	22%
Work with colleagues providing guidance	47	21%
Refer to user manuals and online tutorials	39	17%
Work with Help Desk staff	37	16%
Work with a student assistant in my discipline	27	12%
Use DoIT awards to create innovative approaches to teaching and learning	25	11%
Use DoIT awards to develop course materials and others	21	9%
Do not use technology in my teaching	20	9%
Work in a New Media Center with student assistance	18	8%
Use DoIT awards to evaluate effectiveness of instructional technology	15	7%
Use campus e-learning development services	8	4%
Others	7	3%
No Response	19	8%
Total Respondents	225	
Total Responses	560	

Figure 16. Courses Offered Entirely Online

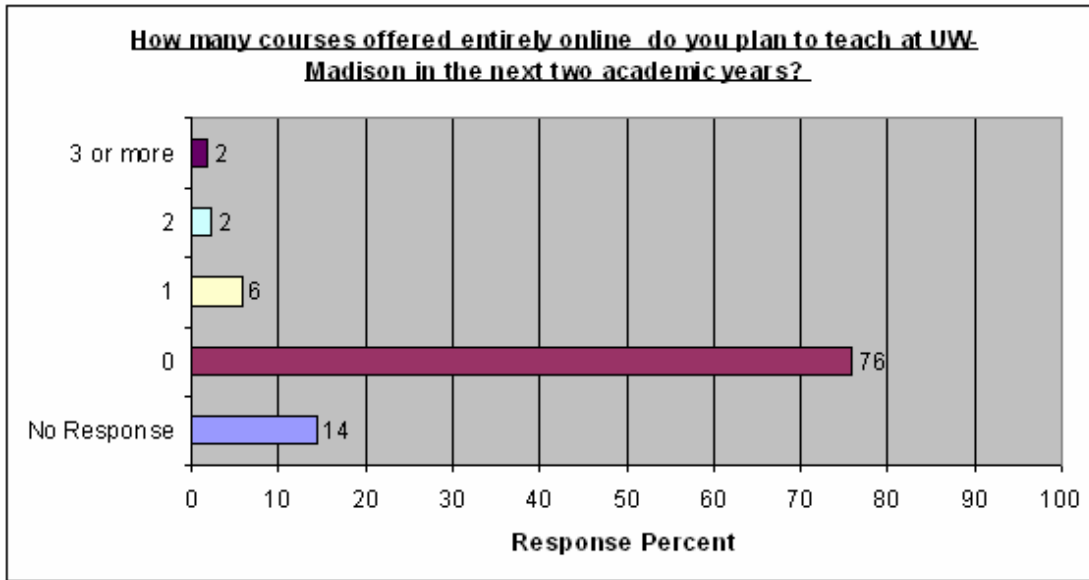
Only a small percentage of instructors participating in the survey (9%) indicated that they had taught UW-Madison courses entirely online.



How many <u>courses offered entirely online</u> have you taught at UW-Madison? (Select one.)	Response Total	Response Percent
0	174	77%
1	11	5%
2	4	2%
3 or more	4	2%
No Response	32	14%
Total Respondents	225	100%
Total Responses	193	

Figure 17. Anticipated Courses Offered Entirely Online

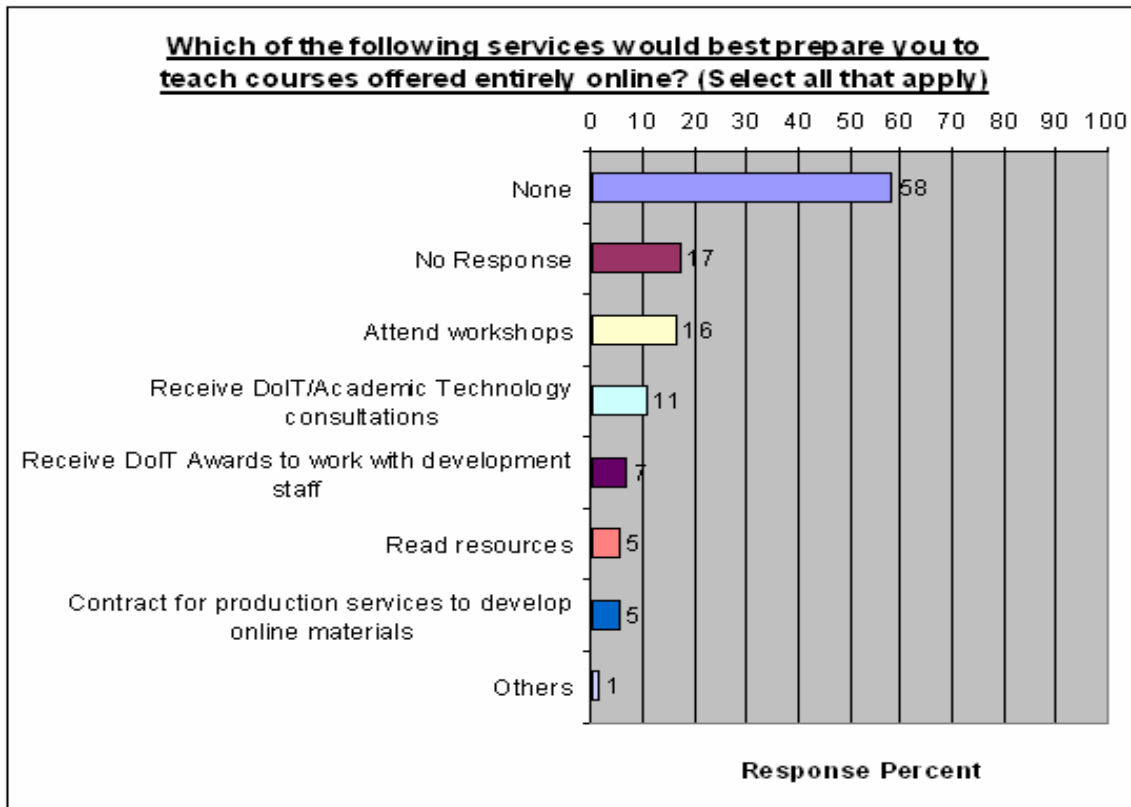
When survey participants were asked to anticipate the next two academic years at UW-Madison, actually fewer instructors (7%) envisioned teaching courses offered entirely online.



How many <u>courses offered entirely online</u> do you plan to teach at UW-Madison in the next two academic years?	Response Total	Response Percent
0	171	76%
1	13	6%
2	5	2%
3 or more	4	2%
No Response	32	14%
Total Respondents	225	100%
Total Responses	193	

Figure 18. Preparation to Teach Courses Offered Entirely Online

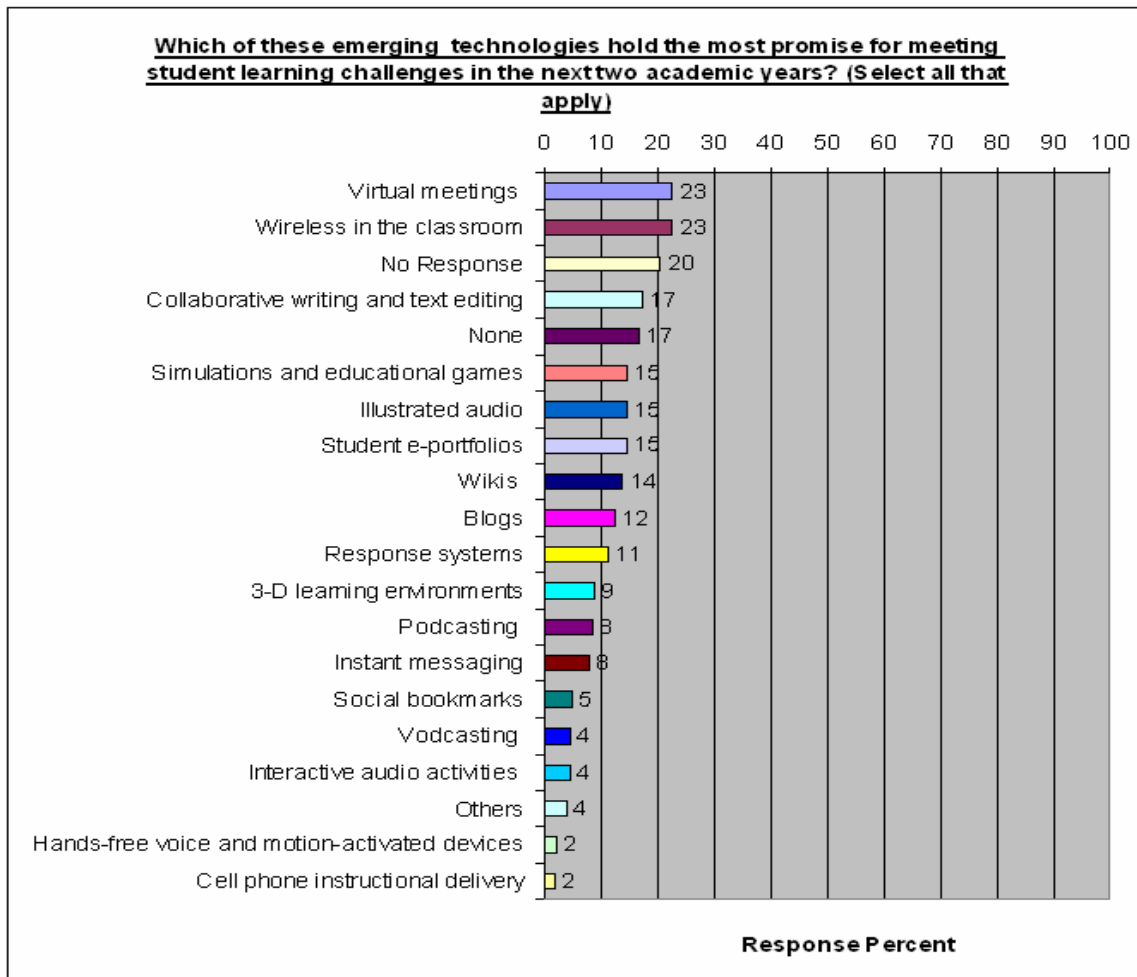
More than half of instructors (58%) indicated no services would prepare them to teach a UW-Madison course offered entirely online. Of those willing to prepare for teaching an online course, the following methods were preferred: Attend Workshops (16%) and Receive DoIT Technology Consultations (11%). Only a small percentage of respondents would Contract for Production Services to Develop Online Materials (5%) or Read Resources (5%).



Which of the following services would <u>best</u> prepare you to teach courses offered entirely online? (Select all that apply)	Response Total	Response Percent
None	131	58%
Attend workshops	37	16%
Receive DoIT/Academic Technology consultations	24	11%
Receive DoIT Awards to work with development staff	15	7%
Read resources	12	5%
Contract for production services to develop online materials	12	5%
Others	3	1%
No Response	39	17%
Total Respondents	225	
Total Responses	234	

Figure 19. Emerging Technologies with Promise to Meet Challenges

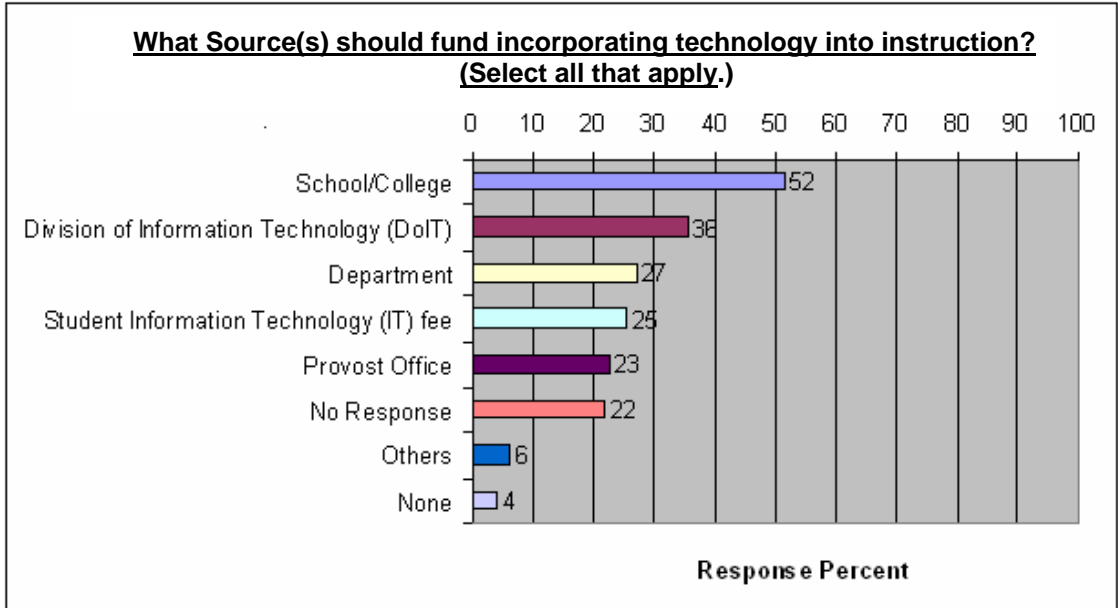
No technologies were selected as holding overwhelming promise to meet student learning challenges. Those indicated as holding the most promise were Virtual Meetings (23%) and Wireless in the Classroom (23%).



Which of these <u>emerging</u> technologies hold the <u>most</u> <u>promise</u> for meeting student learning challenges in the next two academic years? (Select all that apply)	Response Total	Response Percent
Virtual meetings	51	23%
Wireless in the classroom	51	23%
None	38	17%
Collaborative writing and text editing	39	17%
Simulations and educational games	33	15%
Illustrated audio	33	15%
Student e-portfolios	33	15%
Wikis	31	14%
Blogs	28	12%
Response systems	25	11%
3-D learning environments	20	9%
Podcasting	19	8%
Instant messaging	18	8%
Social bookmarks	11	5%
Vodcasting	10	4%
Interactive audio activities	10	4%
Cell phone instructional delivery	4	2%
Hands-free voice and motion-activated devices	5	2%
Others	9	4%
No Response	46	20%
Total Respondents	225	
Total Responses	468	

Figure 20. Funding Source(s) for Incorporating Technology into Instruction

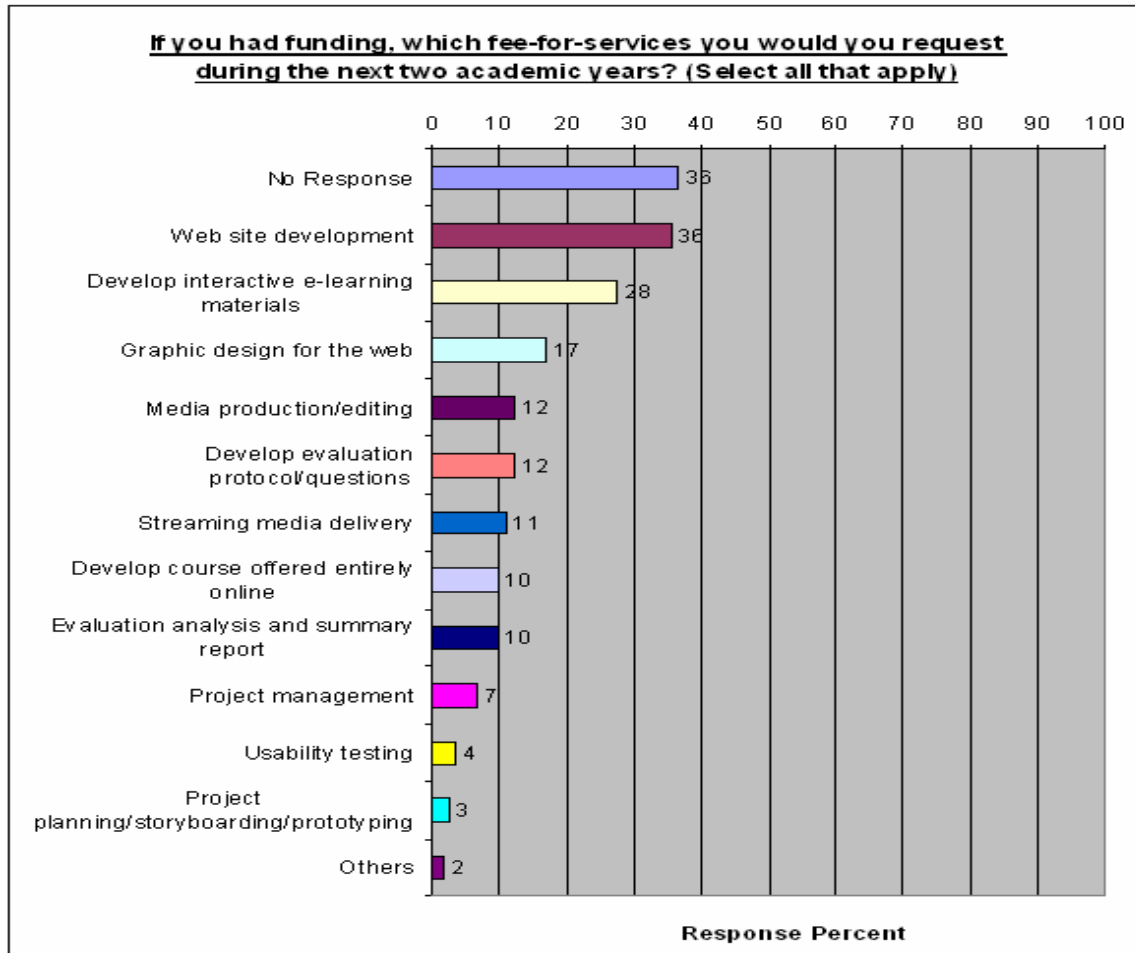
Over half of survey respondents indicated that the Schools/Colleges (52%) should fund incorporating technology into instruction, while over one-third believed that DoIT (36%) should fund this effort.



What source(s) should <u>fund</u> incorporating technology into instruction? (Select all that apply)	Response Total	Response Percent
None	9	4%
Department	61	27%
School/College	116	52%
Student Information Technology (IT) fee	57	25%
Division of Information Technology (DoIT)	80	36%
Provost Office	51	23%
Others	14	6%
No Response	49	22%
Total Respondents	225	
Total Responses	388	

Figure 21. Requests for Future Services, with Funding

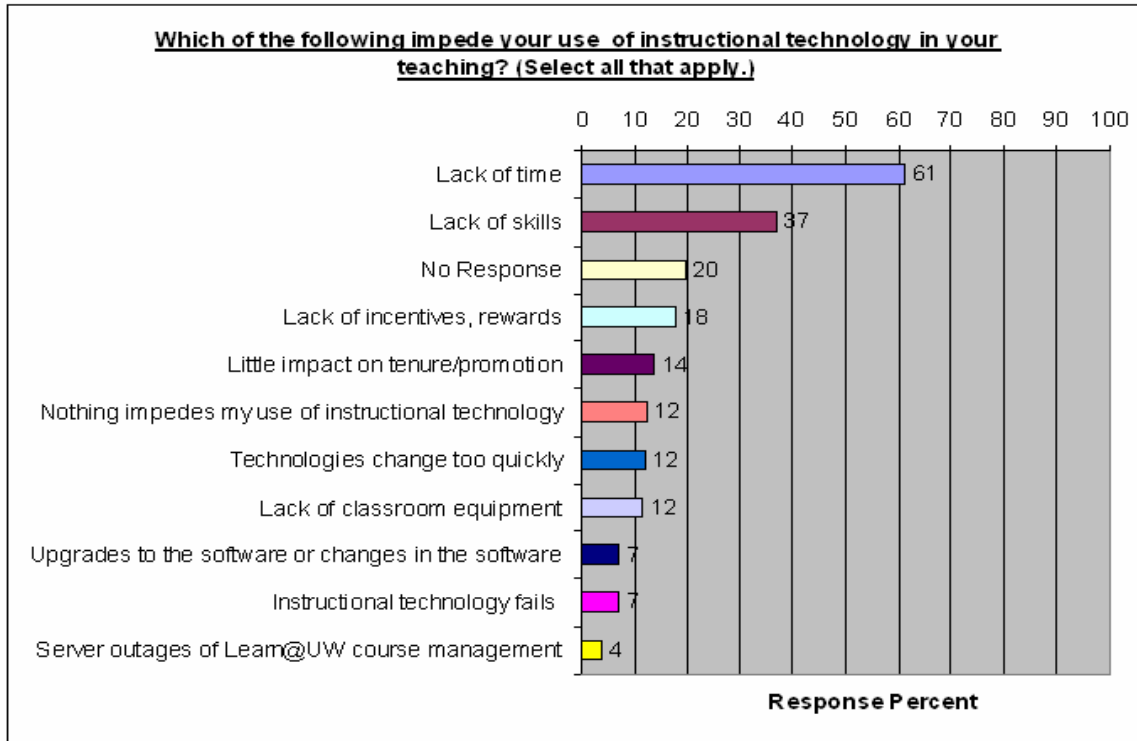
Over one-third of survey participants indicated that, with funding, they would request Web Site Development (36%), followed by developing e-Learning Materials (28%). Few instructors indicated they would use funding for Project Planning/Storyboarding/Prototyping (3%) or Usability Testing (4%).



If you had funding, which <u>fee-for-services</u> you would request during the next two academic years? (Select all that apply)	Response Total	Response Percent
Web site development	80	36%
Develop interactive e-learning materials	62	28%
Graphic design for the web	38	17%
Media production/editing	28	12%
Develop evaluation protocol/questions	28	12%
Streaming media delivery	25	11%
Evaluation analysis and summary report	22	10%
Develop course offered entirely online	22	10%
Project management	15	7%
Project planning/storyboarding/prototyping	6	3%
Usability testing	8	4%
Others	4	2%
No Response	82	36%
Total Respondents	225	
Total Responses	338	

Figure 22. Impediments to Use of Instructional Technology

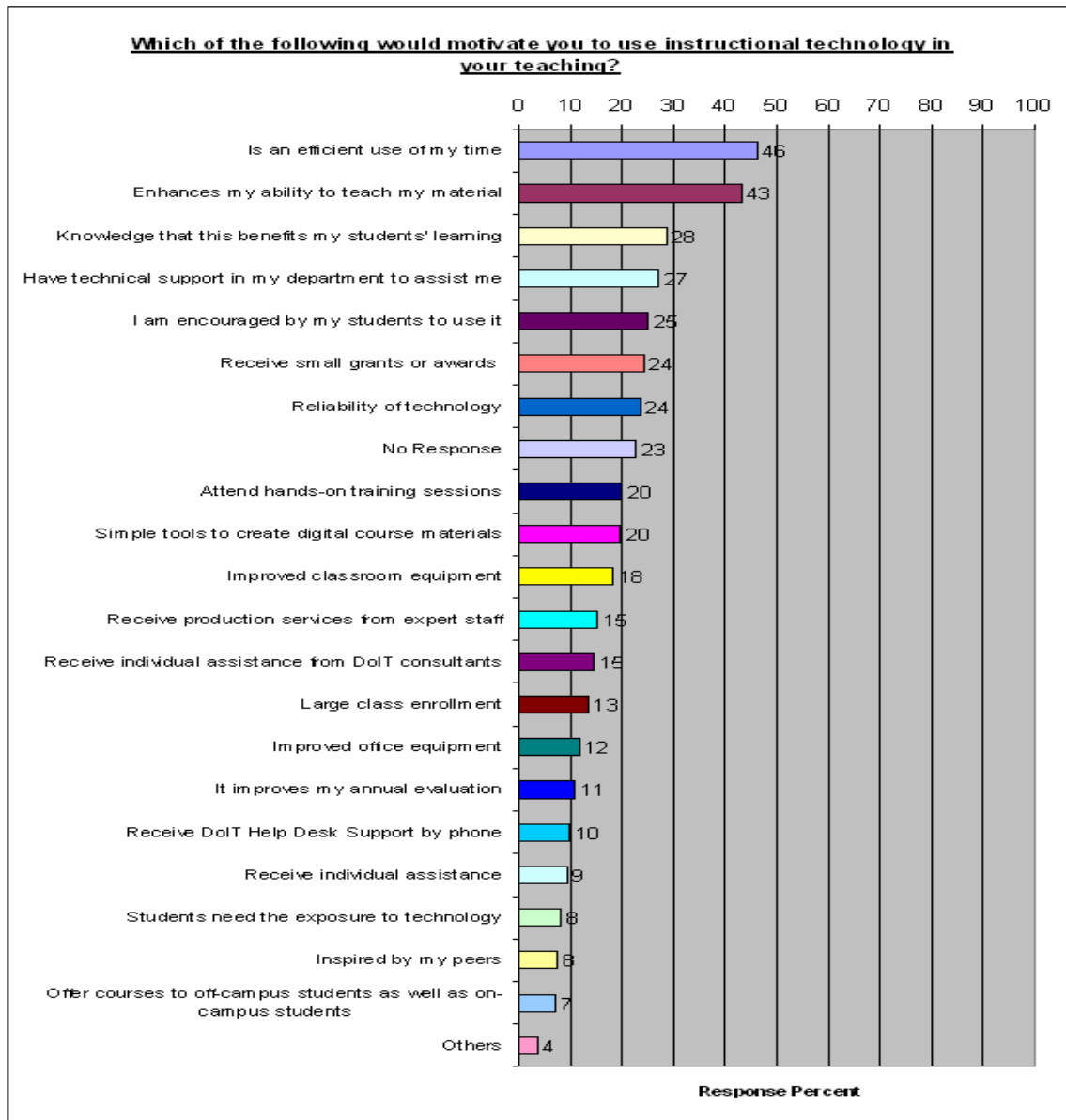
A majority of survey respondents indicated Lack of Time (61%) as the major impediment to their use of instructional technology. This was followed by Lack of Skills (37%), Lack of Incentives/Rewards (18%), and Little Impact on Tenure/Promotion (14%). Technical Failures/Outages and Software Changes were the least noted as impediments to using technology in teaching (4% and 7%, respectively).



Which of the following impede your use of instructional technology in your teaching? (Select all that apply.)	Response Total	Response Percent
Lack of time	138	61%
Lack of skills	83	37%
Lack of incentives, rewards	40	18%
Little impact on tenure/promotion	31	14%
Lack of classroom equipment	26	12%
Technologies change too quickly	27	12%
Nothing impedes my use of instructional technology	28	12%
Upgrades to the software or changes in the software	16	7%
Instructional technology fails	16	7%
Server outages of Learn@UW course management	9	4%
No Response	44	20%
Total Respondents	225	
Total Responses	414	

Figure 23. Motivations to Use Instructional Technology

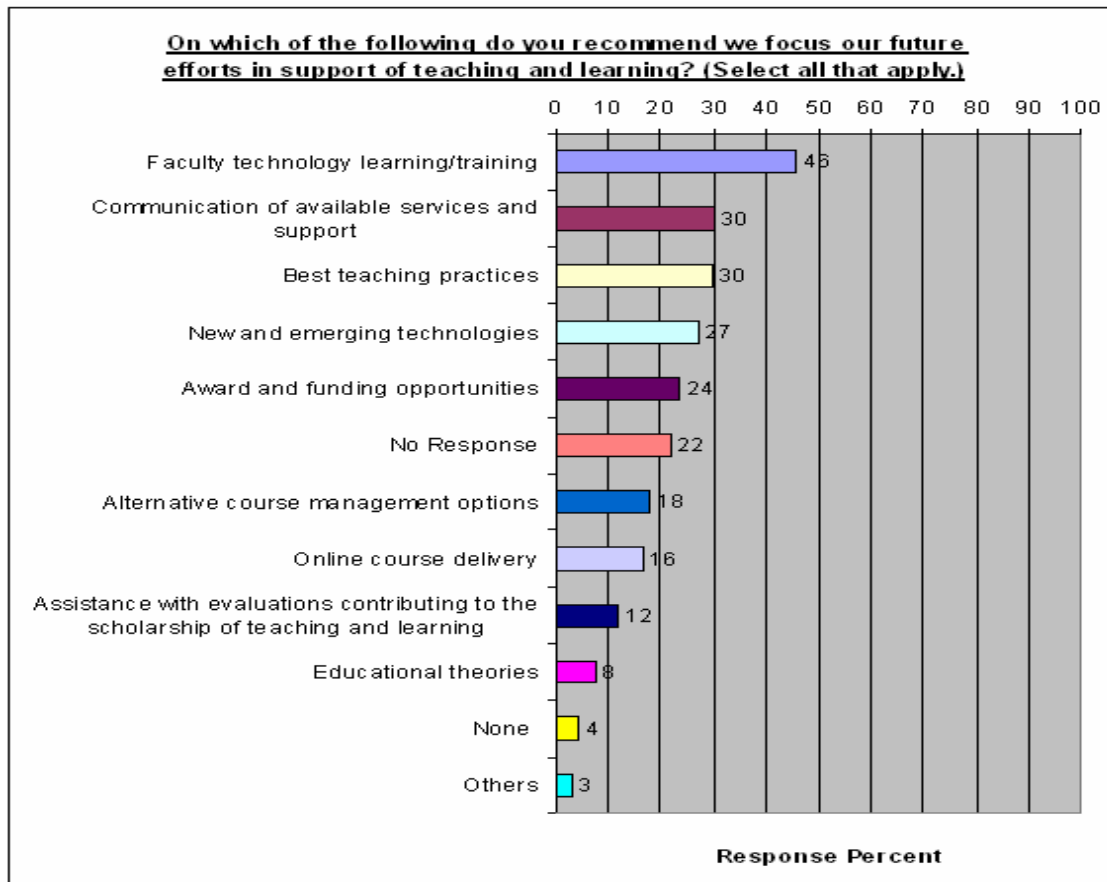
Not surprisingly, the highest percentage of respondents indicated Efficient Use of My Time (46%) as motivation for their use of instructional technology. This was followed closely by Enhances My Ability to Teach My Course Material (43%). Those selected as least motivating factors were Offer Courses to Off-campus Students (7%), Students Need Exposure to Technology (8%), Inspired by My Peers (8%).



Which of the following would <u>motivate you to use instructional technology in your teaching?</u>	Response Total	Response Percent
Is an efficient use of my time	104	46%
Enhances my ability to teach my material	97	43%
Knowledge that this benefits my students' learning	64	28%
Have technical support in my department to assist me	61	27%
I am encouraged by my students to use it	56	25%
Reliability of technology	53	24%
Receive small grants or awards	54	24%
It improves my annual evaluation	24	11%
Attend hands-on training sessions	45	20%
Simple tools to create digital course materials	44	20%
Improved classroom equipment	41	18%
Receive production services from expert staff	34	15%
Receive individual assistance from DoIT consultants	33	15%
Large class enrollment	30	13%
Improved office equipment	26	12%
Receive DoIT Help Desk Support by phone	22	10%
Receive individual assistance	21	9%
Students need the exposure to technology	18	8%
Inspired by my peers	17	8%
Offer courses to off-campus students as well as on-campus students	16	7%
Others	8	4%
No Response	51	23%
Total Respondents	225	
Total Responses	868	

Figure 24. Focus of Future Efforts in Support of Teaching/Learning

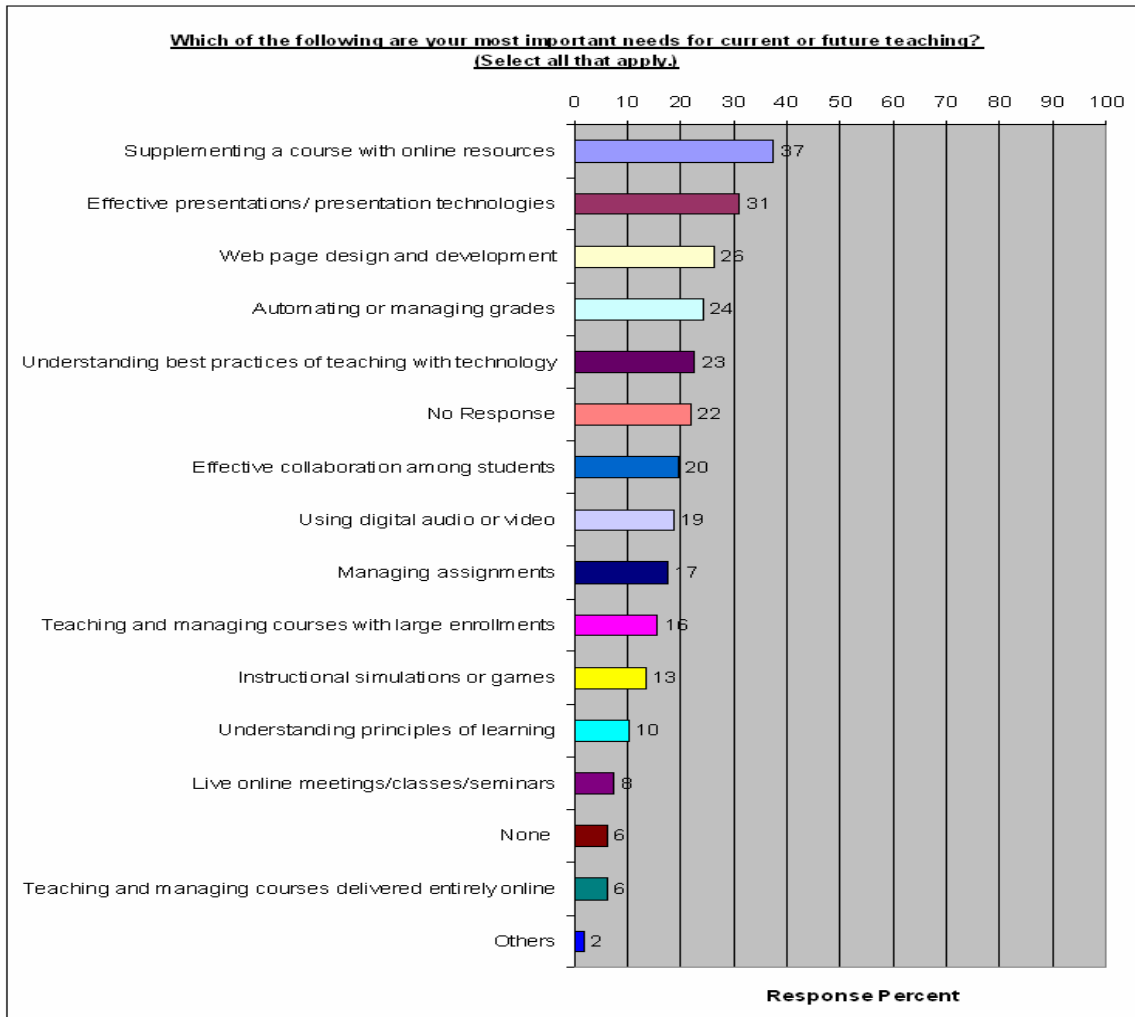
The largest percentage of instructor responses to the survey indicated Faculty Technology Learning/Training (46%) as the recommended focus of future efforts in support of teaching/learning. Approximately one-third of respondents selected the following as areas of focus: Communication of Available Services/Support (30%), sharing Best Teaching Practices (30%), researching New and Emerging Technologies (27%), and offering Awards & Funding Opportunities (24%).



On which of the following do you recommend we focus our future efforts in support of teaching and learning? (Select all that apply.)	Response Total	Response Percent
Faculty technology learning/training	103	46%
Communication of available services and support	68	30%
Best teaching practices	67	30%
New and emerging technologies	61	27%
Award and funding opportunities	53	24%
Alternative course management options	40	18%
Online course delivery	37	16%
Assistance with evaluations contributing to the scholarship of teaching and learning	27	12%
Educational theories	17	8%
None	10	4%
Others	7	3%
No Response	49	22%
Total Respondents	225	
Total Responses	490	

Figure 25. Important Needs for Current/Future Teaching

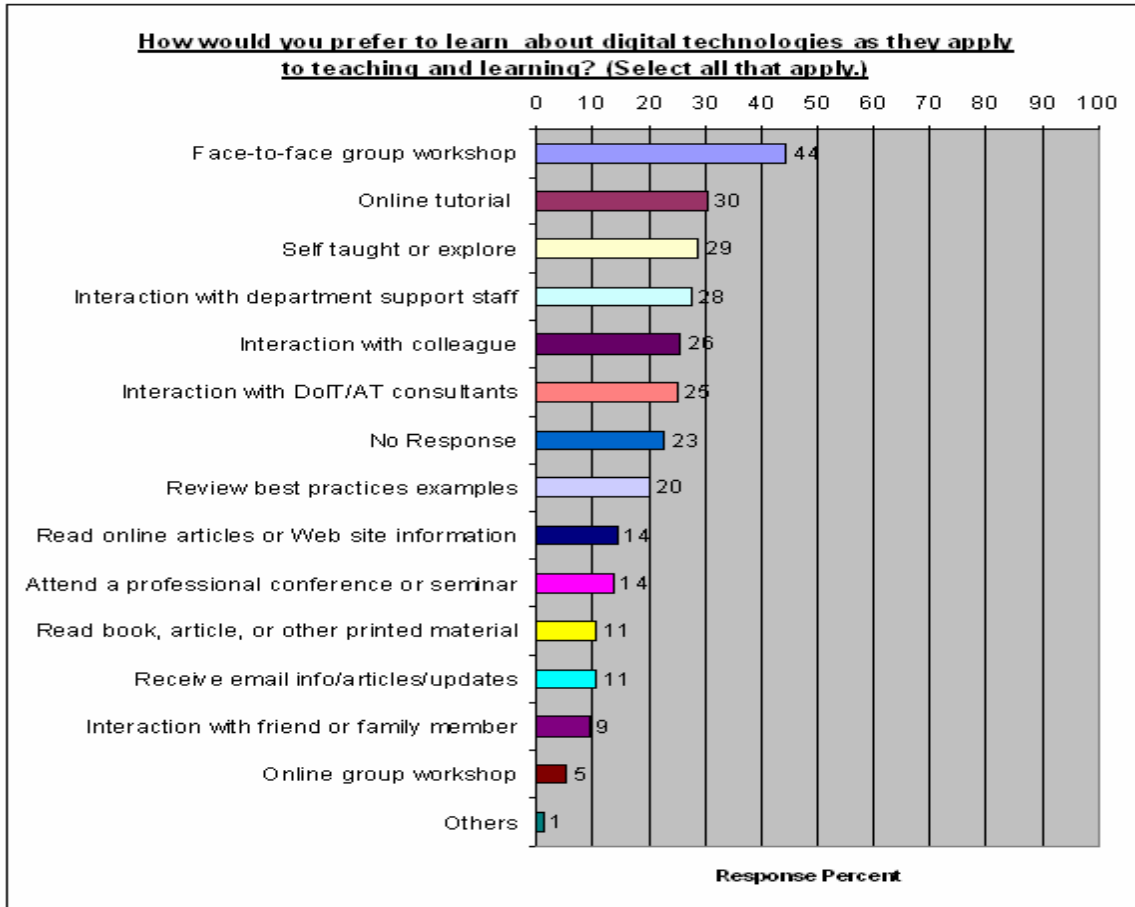
Responses to this question indicated Supplementing a Course with Online Resources (37%) and Effective Presentations/Presentation Technologies (31%) were the most important instructor needs. Those expressed as least important needs were Teaching and Managing Courses Delivered Entirely Online (6%) and Live Online Classes/Seminars (8%).



Which of the following are your most important needs for current or future teaching? (Select all that apply.)	Response Total	Response Percent
Supplementing a course with online resources	84	37%
Effective presentations/ presentation technologies	70	31%
Web page design and development	59	26%
Automating or managing grades	54	24%
Understanding best practices of teaching with technology	51	23%
Effective collaboration among students	44	20%
Using digital audio or video	42	19%
Managing assignments	39	17%
Teaching and managing courses with large enrollments	35	16%
Instructional simulations or games	30	13%
Understanding principles of learning	23	10%
Live online meetings/classes/seminars	17	8%
None	14	6%
Teaching and managing courses delivered entirely online	14	6%
Others	4	2%
No Response	49	22%
Total Respondents	225	
Total Responses	580	

Figure 26. Preferred Methods to Learn about Instructional Technologies

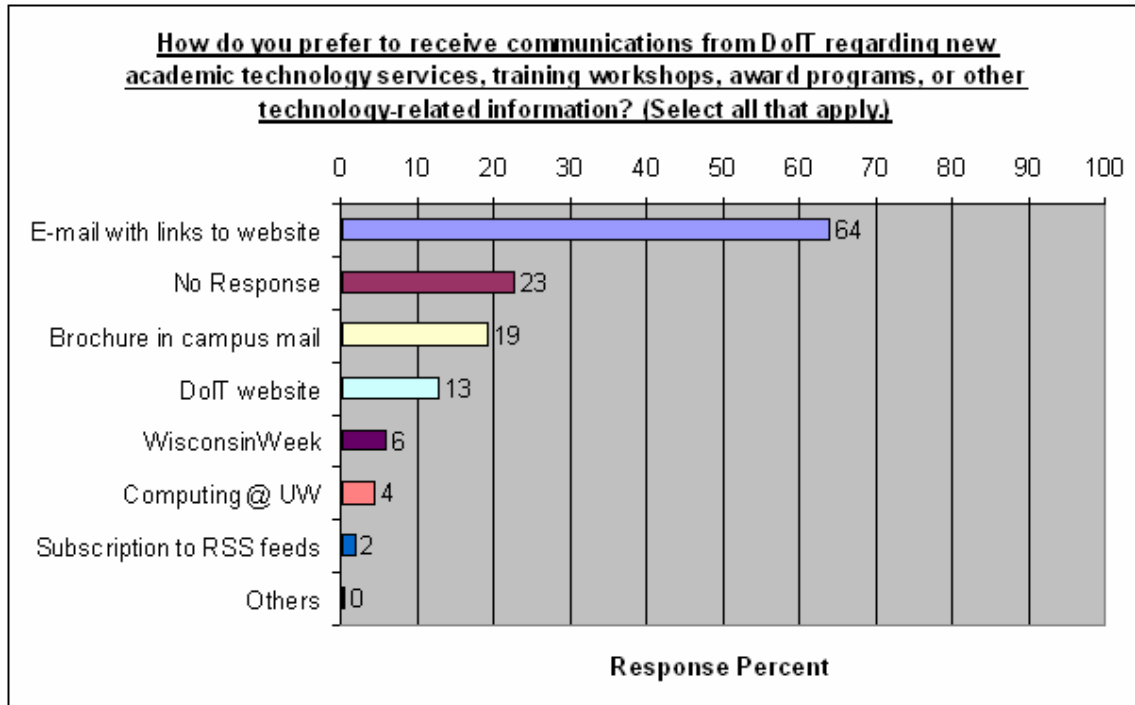
Nearly half of survey respondents preferred Face-to-face Group Workshops (44%) as their preferred method to learn about digital technologies for teaching/learning. Few indicated they preferred to learn via Online Group Workshop (5%) or Interaction with Friend or Family (9%).



How would you prefer to learn about digital technologies as they apply to teaching and learning? (Select all that apply.)	Response Total	Response Percent
Face-to-face group workshop	100	44%
Online tutorial	68	30%
Self taught or explore	65	29%
Interaction with department support staff	62	28%
Interaction with colleague	58	26%
Interaction with DoIT/AT consultants	56	25%
Review best practices examples	45	20%
Read online articles or Web site information	32	14%
Attend a professional conference or seminar	31	14%
Read book, article, or other printed material	24	11%
Receive email info/articles/updates	24	11%
Interaction with friend or family member	21	9%
Online group workshop	12	5%
Others	3	1%
No Response	51	23%
Total Respondents	225	
Total Responses	601	

Figure 27. Preferred Method to Receive Communications

Most survey participants indicated that they would prefer communications via E-mail with Links to Websites (64%). Few preferred Subscription to RSS Feeds (2%), Computing @UW (4%) or Wisconsin Week (6%).



How do you prefer to receive communications from DoIT regarding new academic technology services, training workshops, award programs, or other technology-related information? (Select all that apply.)	Response Total	Response Percent
E-mail with links to website	144	64%
Brochure in campus mail	43	19%
DoIT website	29	13%
WisconsinWeek	13	6%
Computing @ UW	10	4%
Subscription to RSS feeds	4	2%
Others	1	0%
No Response	51	23%
Total Respondents	225	
Total Responses	244	

Cross-tab Survey Results

Responses to the survey items were compared to determine differences within the four variables: *Position*, *School College*, *Career Stage*, and *Technology Adoption Category*.

Position Held

Figure 28. DoIT Academic Services/Support Used by Position

Academic Technology services and support used by the highest percentage of all groups were Learn @UW, My WebSpace, and Training/Workshops. DoIT Consultations were used by some (Department Chairs, Tenured Faculty, and Instructors) but not by Un-Tenured Faculty or Teaching Assistants. A higher percentage of Teaching Assistants, compared with other groups, used the New Media Center. Relatively few from any of the groups used Online Course Development or e-Learning Materials Development.

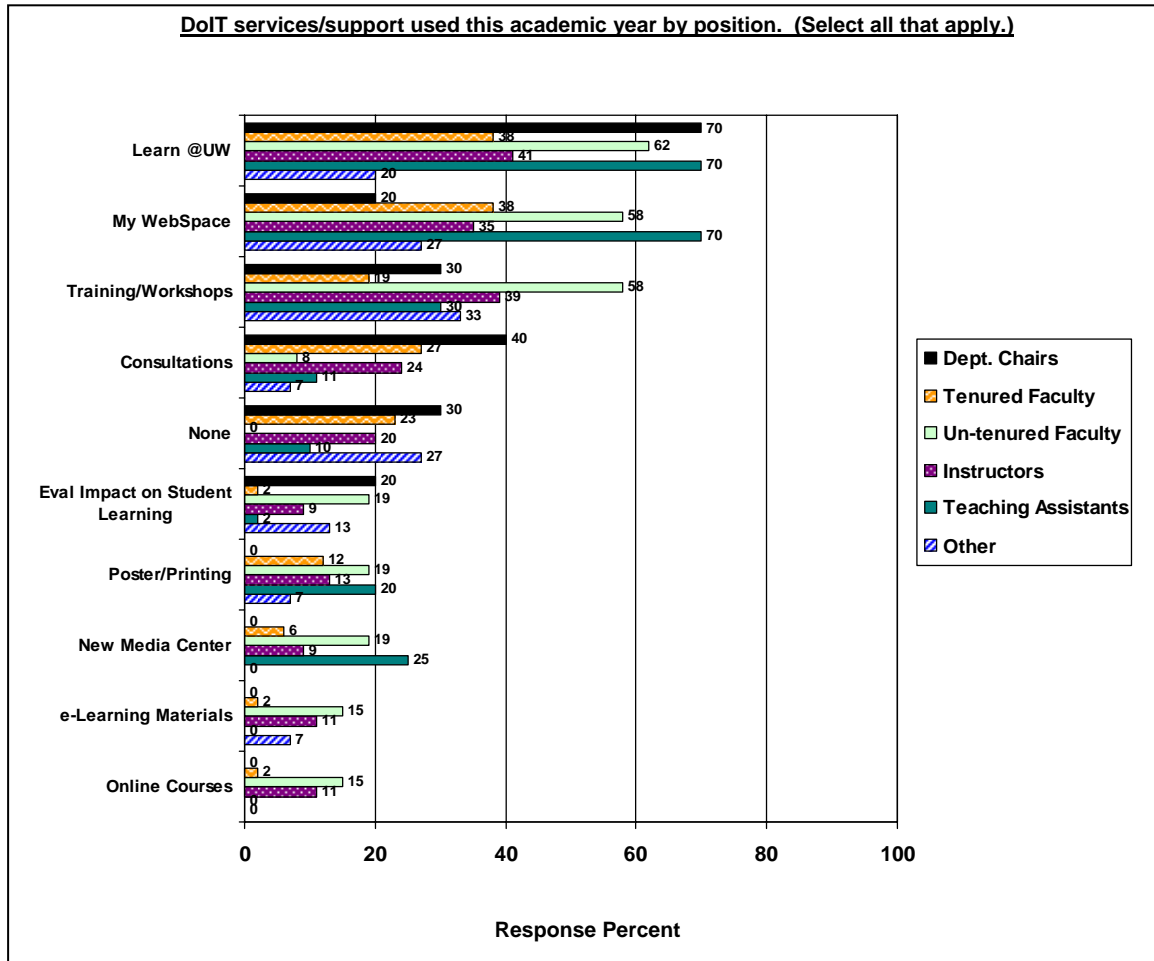


Figure 29. Ratings of Experience with Digital Technologies by Position

The majority of participants from all position groups rated their experience with digital technologies this academic year as Positive or Very Positive. Department Chairs showed a higher percentage of Neutral and Negative responses than other groups.

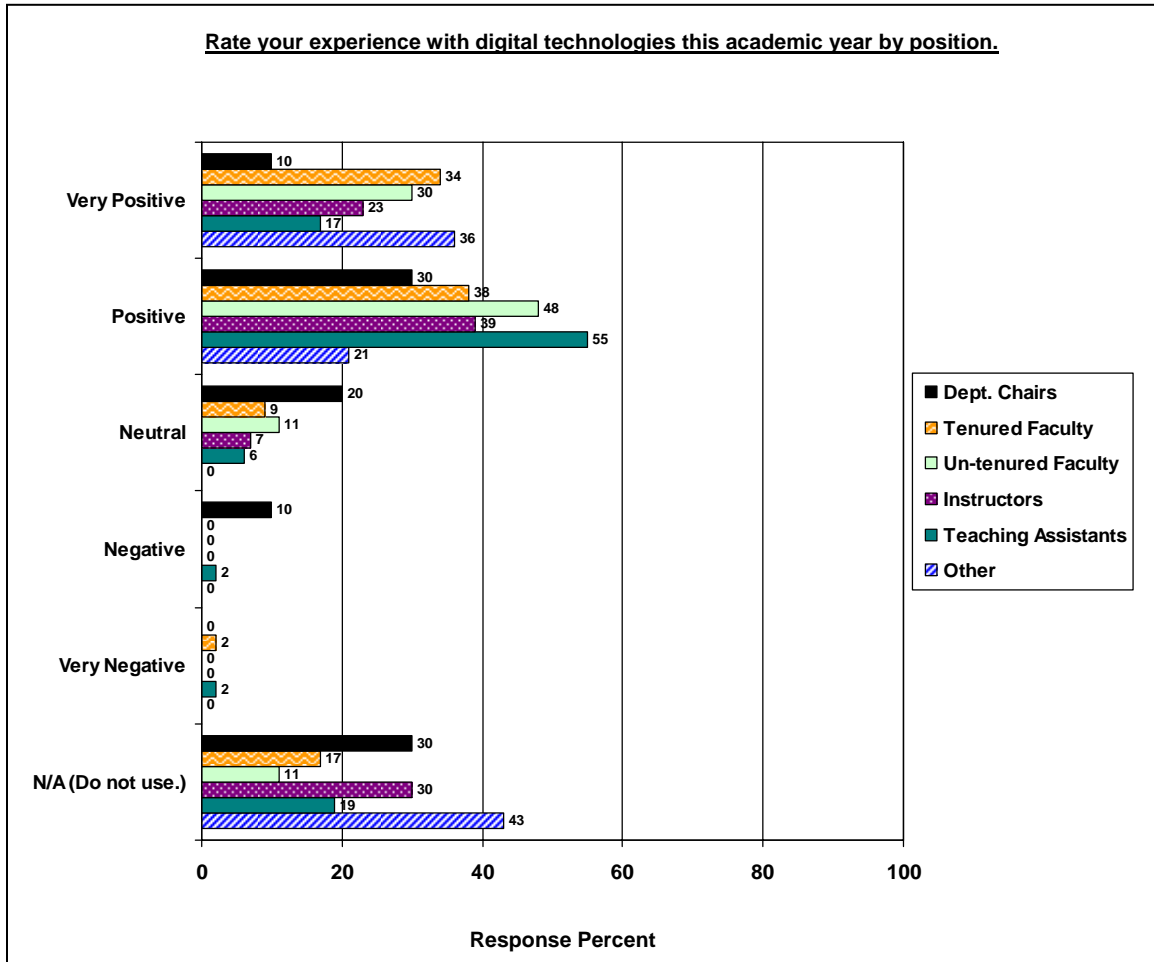


Figure 30. Ratings of Experience with Learn @UW by Position

The majority of participants from position groups indicated that they Did Not Use Learn @UW. Of those who had experience with Learn @UW, most groups rated their experience as Positive. Department Chairs showed a higher percentage of Neutral and Very Negative responses than other groups.

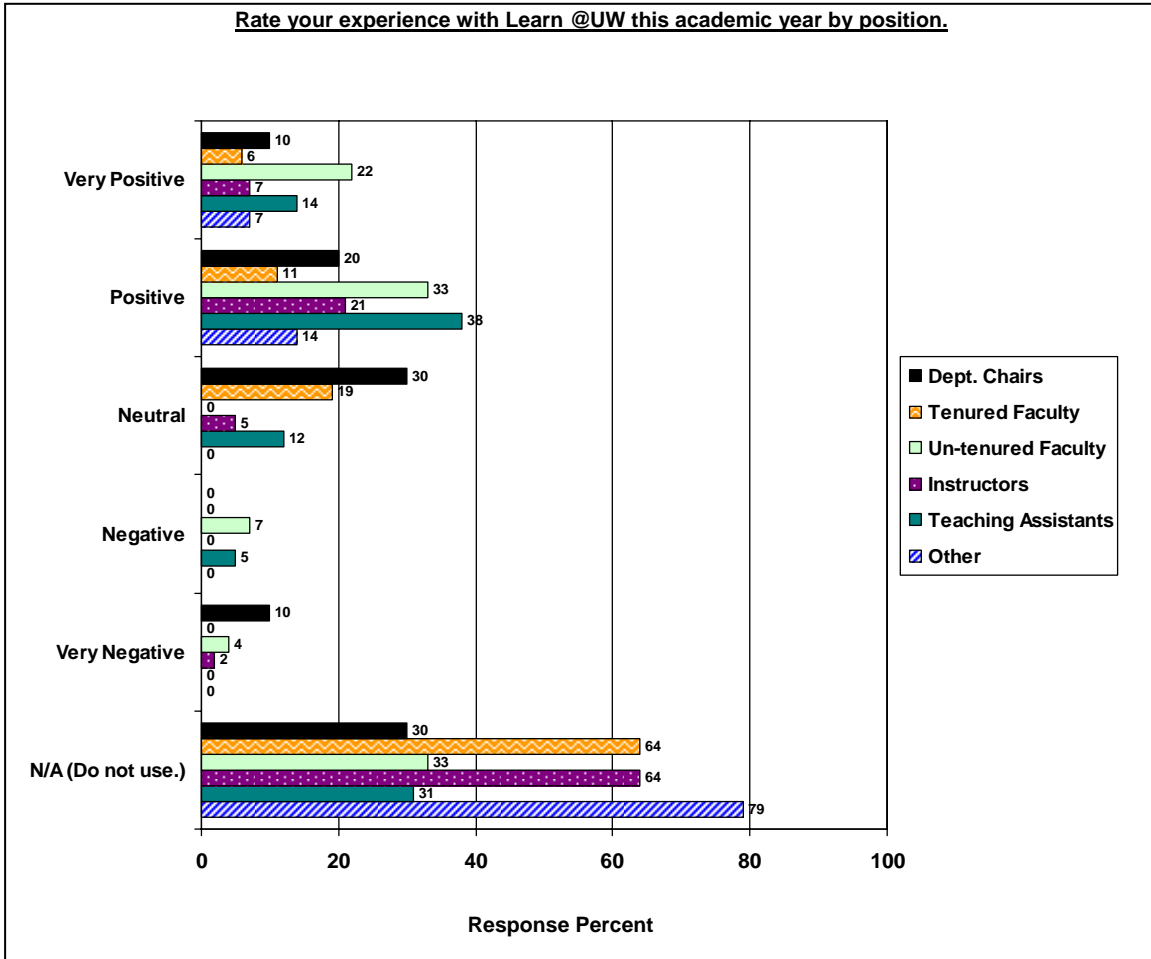


Figure 31. Willingness to Use Other Course Management Systems by Position

The highest percentage of responses by Tenured Faculty, Un-tenured faculty, Instructors, and Teaching Assistants indicated Willingness to use other course management systems. A higher percentage of Department Chairs than other groups indicated Undecided or Do Not Use. The lowest percentage of all groups indicated that they were Unwilling to use other course management systems.

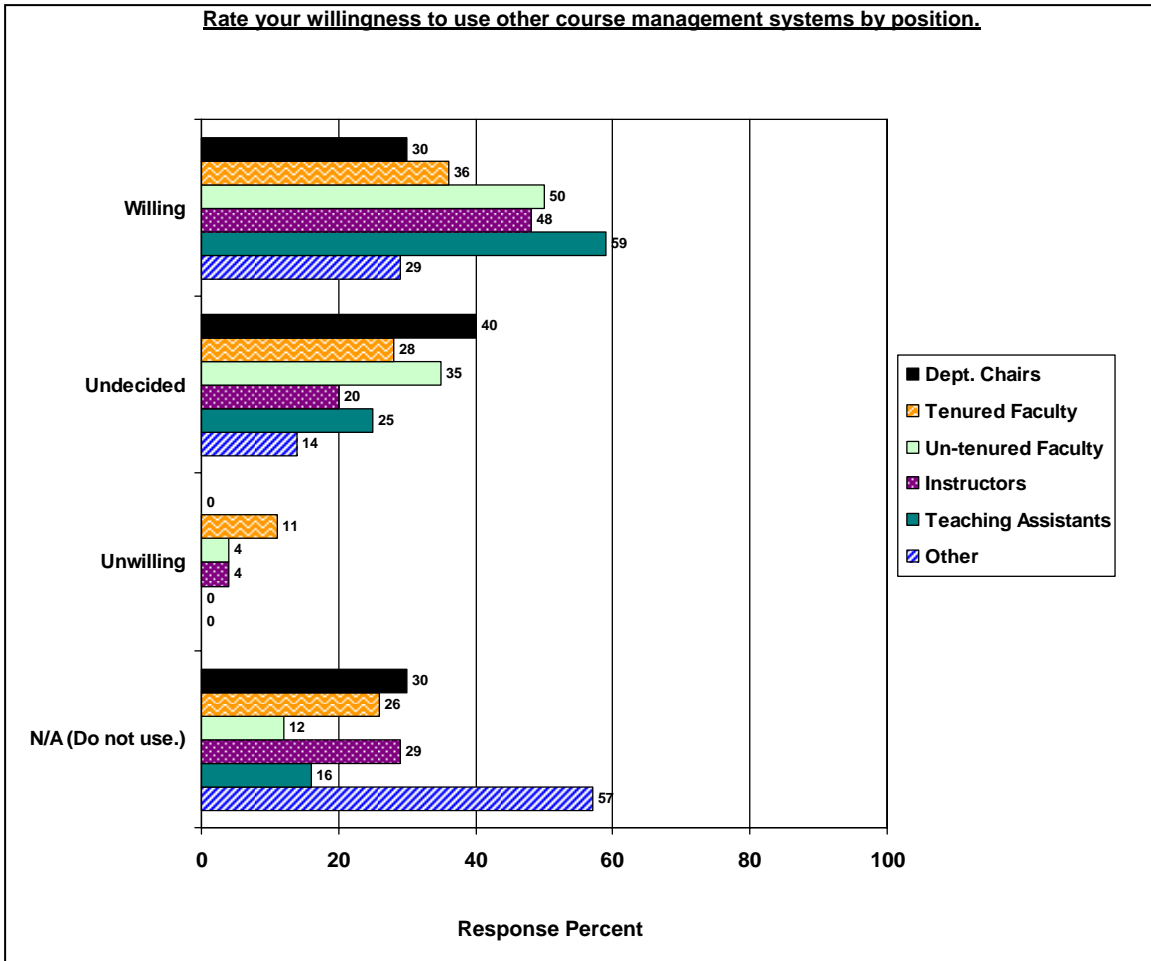


Figure 32. Preferred Methods of Incorporating Technology into Teaching/Learning by Position

The highest percentage of responses from all groups indicated that they preferred to Do Work Myself when incorporating technology into instruction. Tenure Track but as yet Un-tenured Faculty, more so than other groups, also preferred working with Technical Support Staff and DoIT/AT Consultants. Higher percentages of Faculty with Tenure and/or Department Chair responsibilities and Instructors than other groups indicated that they would attend Training/Workshops and use User Manuals. Few from any group indicated that they would Work with Colleagues or Student Assistants or the New Media Center Staff or that they would contract for e-Learning Materials Development services.

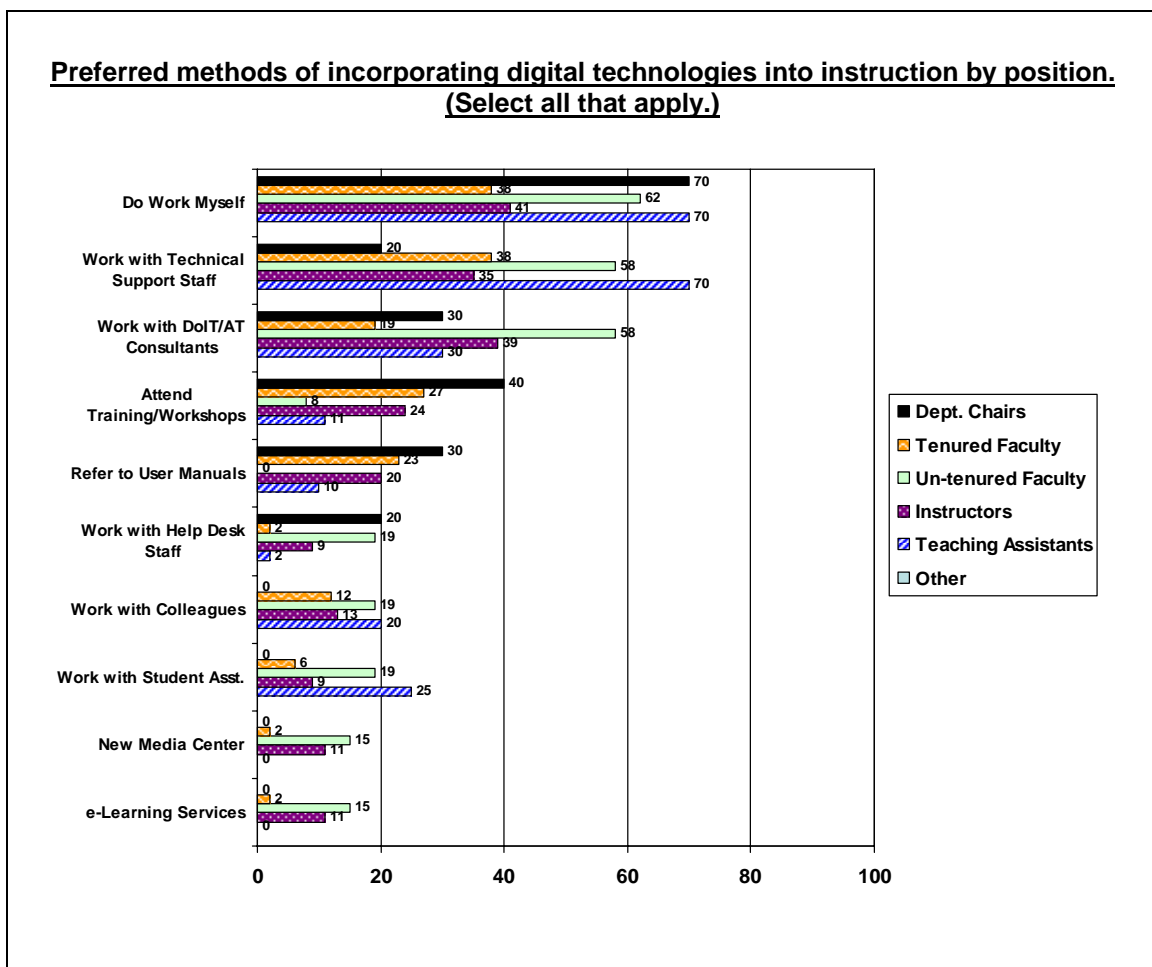


Figure 33. Emerging Technologies Holding Promise for Teaching/Learning by Position

Virtual Meetings and Wireless in the Classroom had the highest percentage of responses from all groups. Department Chairs showed a higher percentage of responses for Collaborative Writing/Editing, Interactive Audio, 3-D Learning Environments, and Student e-Portfolios. Department Chairs also indicated no responses for Simulations/Games, Podcasting, Blogs, Shared Bookmarks, or Vodcasting. Un-tenured Faculty selected Wireless in the Classroom, Wikis, Response Systems/Clickers, Simulations/Games, and Blogs in higher percentages than other groups. Un-tenured Faculty selected Wireless in the Classroom, Wikis, Response Systems/Clickers, Simulations/Games, and Blogs in higher percentages than other groups. Tenured Faculty and Instructors showed similar responses for emerging technologies, with Virtual Meetings and Wireless in the Classroom receiving the highest percentages of responses.

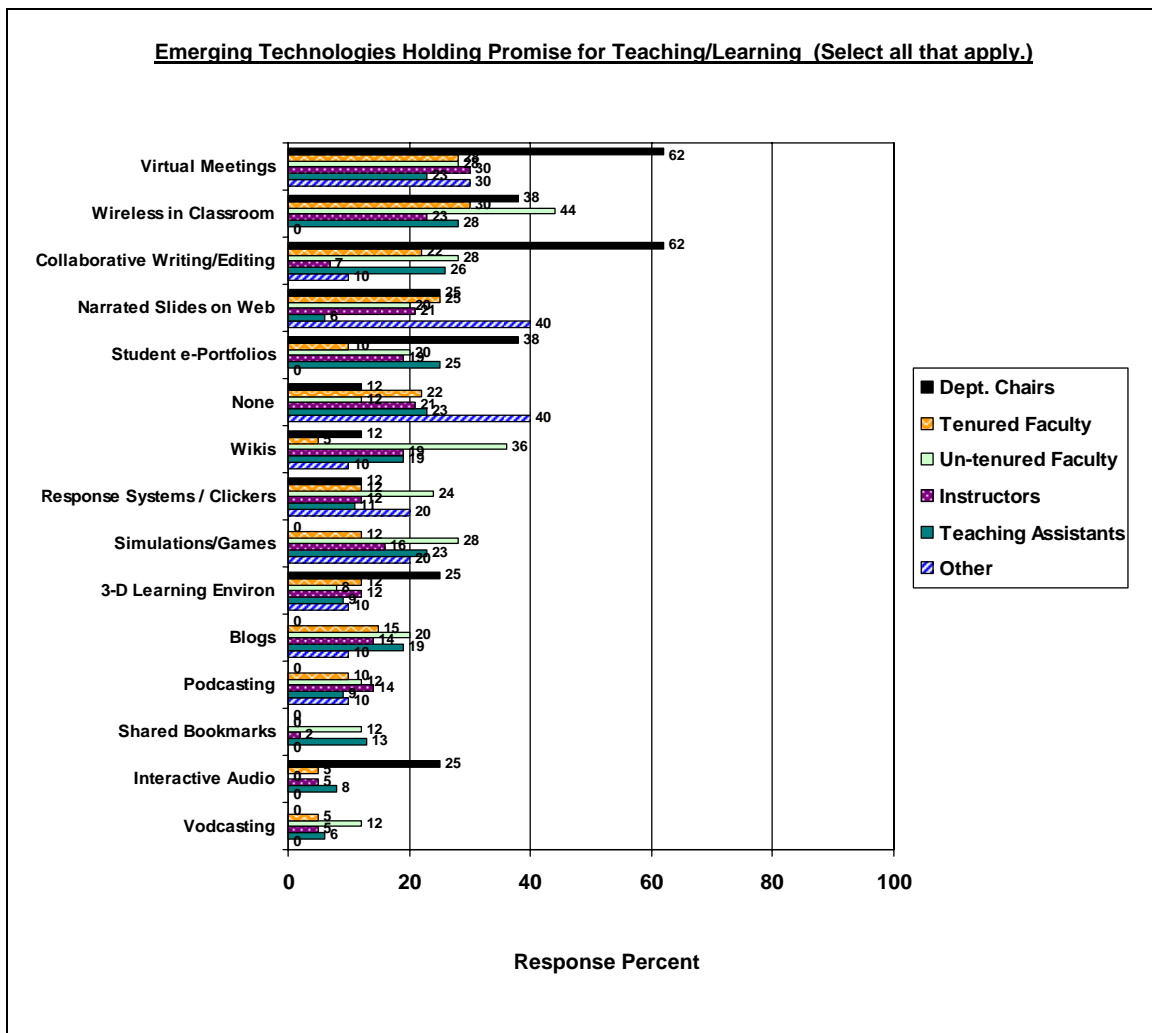


Figure 34. Who Should Fund Instructional Technology by Position

The highest percentage of responses from all groups indicated that Schools/Colleges should fund instructional technology efforts. However, Department Chairs also indicated that the Provost Office and Student Technology Fees should fund such efforts. Fairly high percentages of Instructors and Tenured and Un-tenured Faculty indicated that DoIT should support academic technology efforts. Few from any group indicated that there should be no funding to support these efforts.

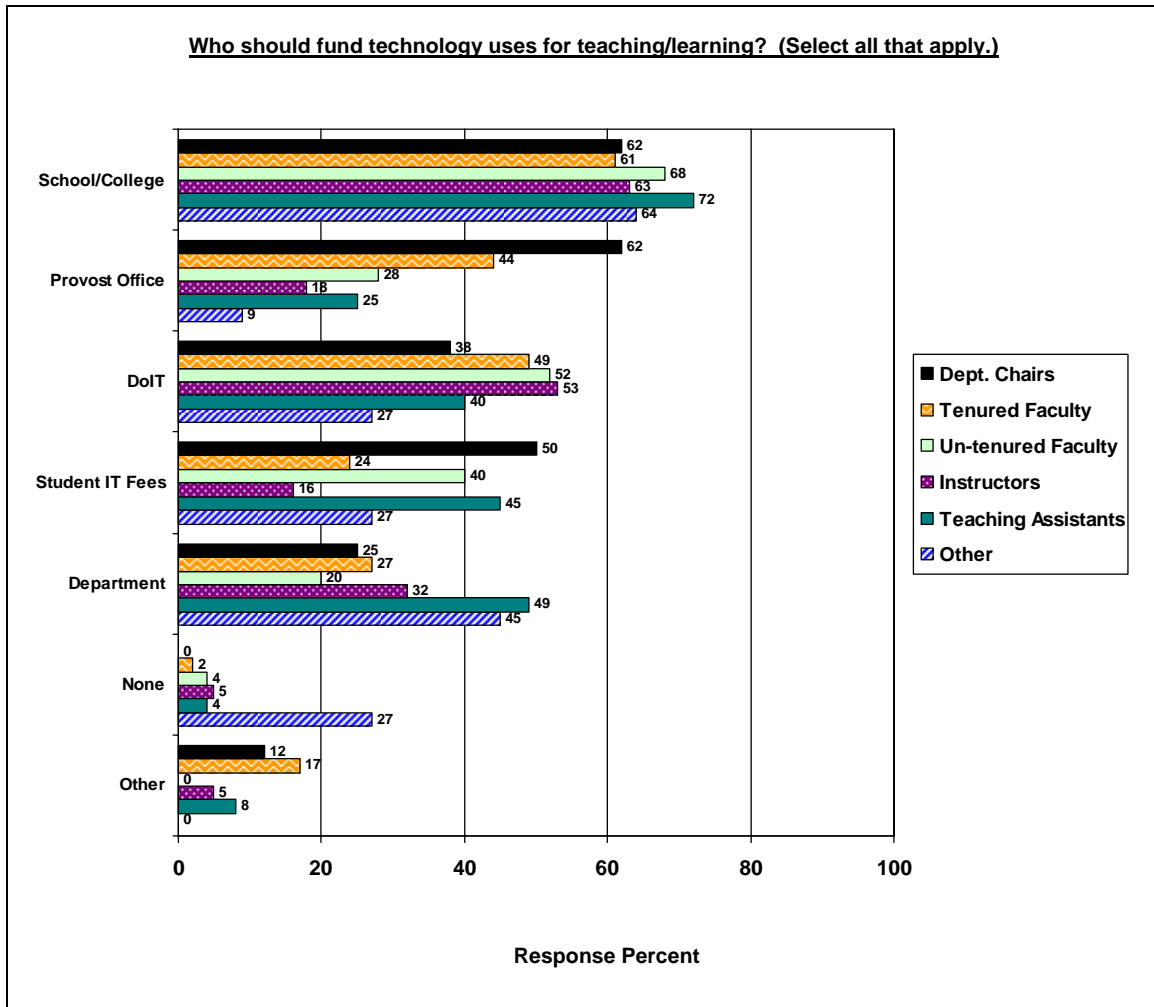


Figure 35. Barriers to Use of Academic Technology by Position

Regardless of position held, the barriers to use of academic technology were clearly Lack of Time and Lack of Skills. Higher percentages of Un-tenured Faculty than other groups indicated barriers of Little Impact on Tenure/Promotion and Lack of Incentives. Interestingly, Upgrades to Software, Lack of Equipment, and Technology Change were generally selected by fewer percentages of most groups as barriers to using technology in teaching/learning.

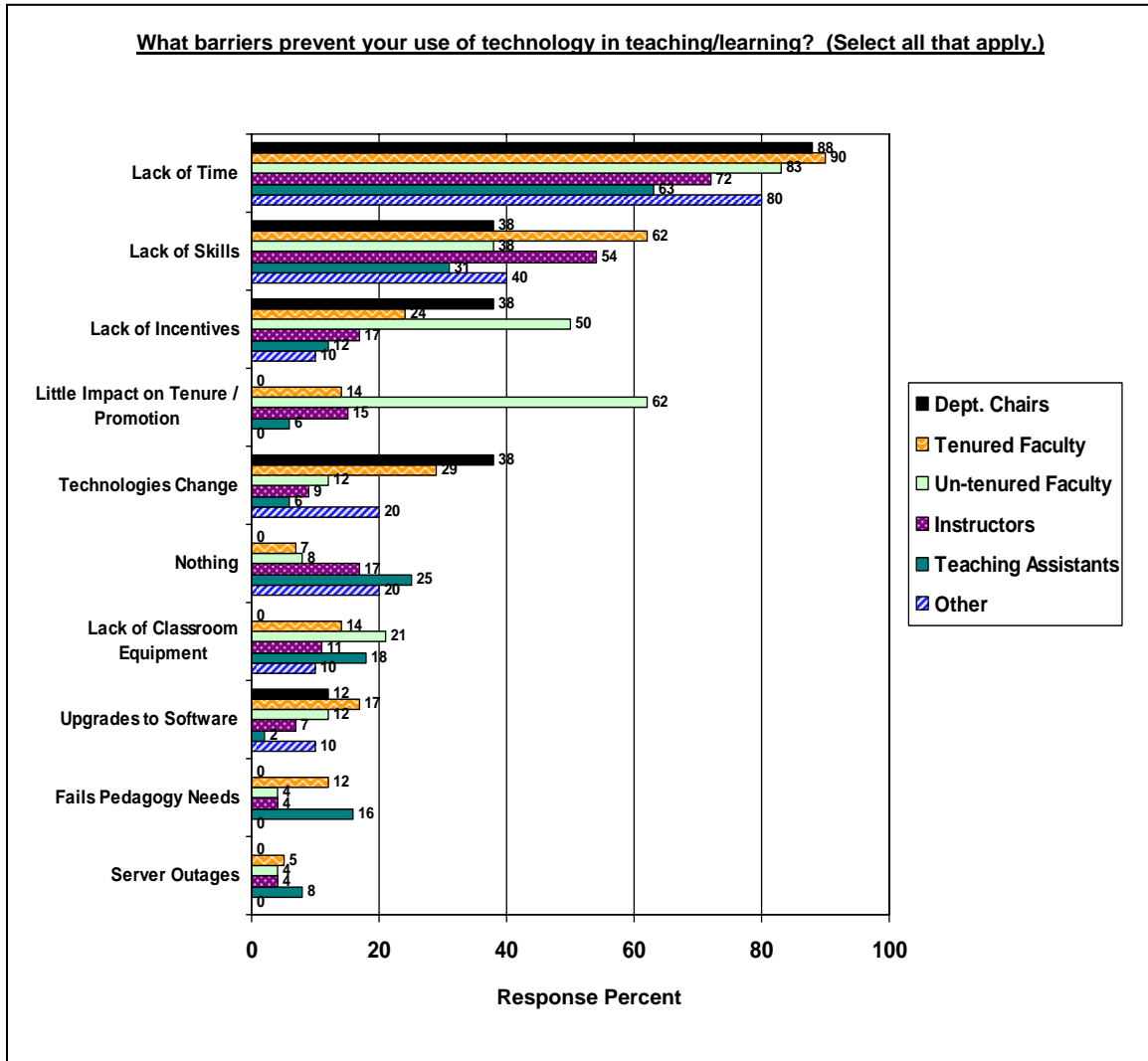
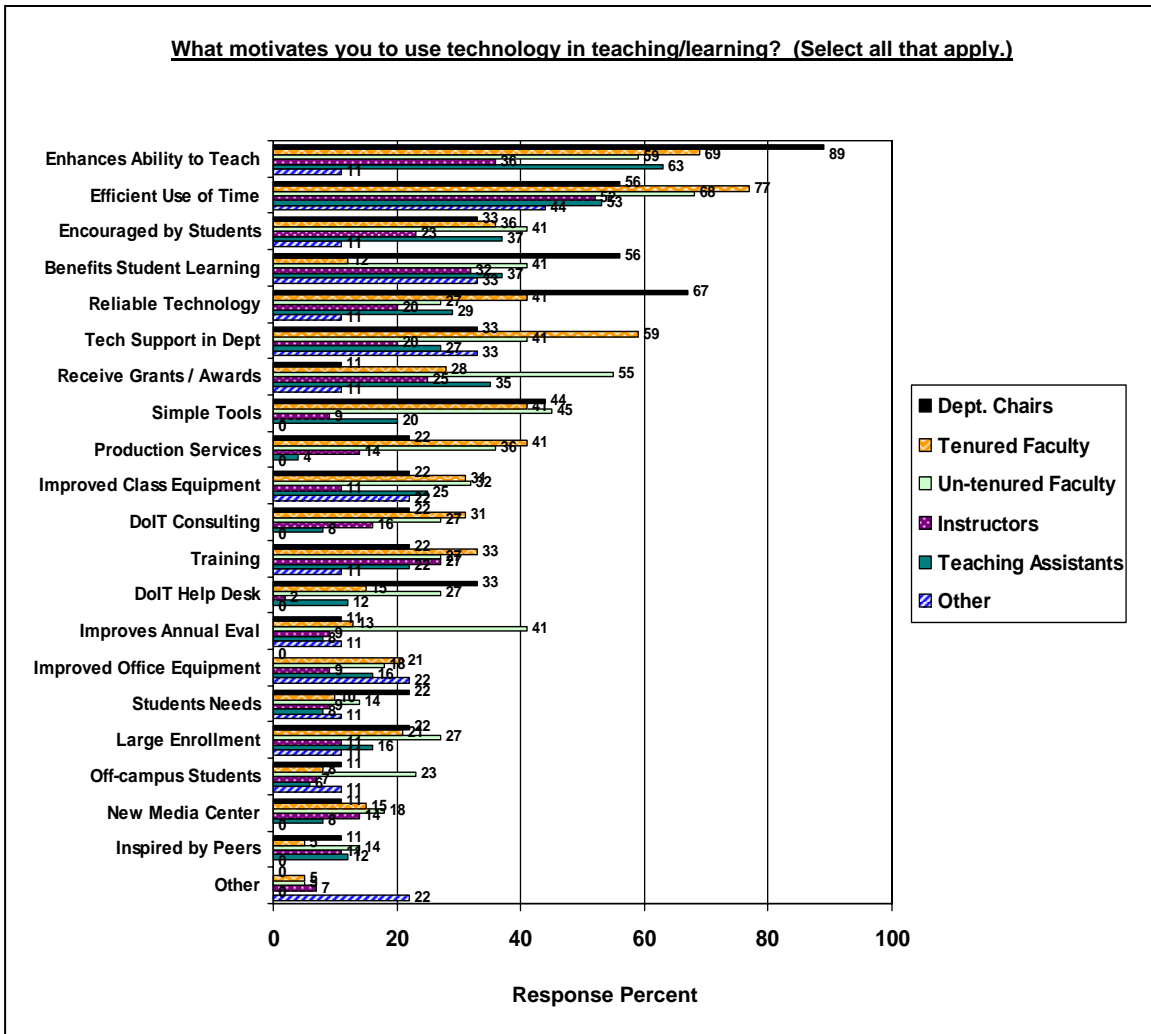


Figure 36. Motivators to Use Technology in Teaching/Learning

As indicated in the figure below, responses indicated that Enhances My Ability to Teach and Efficient Use of My Time most highly motivated instructors' use of technology in teaching/ learning. A higher percentage of Department Chairs indicated Reliable Technology and Benefits Student Learning as motivations. Tenured Faculty, more so than other groups, were motivated by Technology Support in Department. A higher percentage of Tenure Track as yet Untenured Faculty indicated Receive Grants/Awards and Improves Annual Evaluation as motivators for use of academic technology.



Testing for Significance

Follow-up data analyses were conducted to determine whether there were any significant differences among participants holding various positions on items allowing respondents to select-all-that-apply. These analyses compared responses of Department Chairs/Directors, Tenured Faculty, Tenure Track but as yet untenured Faculty, Non-tenure Track Instructors, and Graduate Student Teaching Assistants.

Overall, there were few significant differences in responses to any of these questions. (See Appendix B. for Data Analyses.)

However, the following findings indicated significant differences on items allowing respondents to select-all-that-apply items:

- More Graduate Student Teaching Assistants selected Do Not Use Technology in My Teaching than other instructor groups (Cramer's $V = 0.094$),
- More Tenure Track but as yet Untenured Faculty preferred to prepare to teach online courses by Receiving DoIT/Academic Technology Consultations (Cramer's $V = 0.037$).
- More Tenured Faculty and Graduate Students / Teaching Assistants preferred to prepare to teach online courses by Working with Technical Support Staff in School/College (Cramer's $V = 0.021$ and 0.016).
- More Tenured Faculty and Graduate Students / Teaching Assistants anticipated using no DoIT services or support in the next two academic years than other groups (Cramer's $V = 0.224$ and 0.094).

Appendix A. Survey Items

DoIT 2006 Academic Technology Survey

DoIT's Academic Technology Department is conducting this survey to **assess our current services and support** and to **identify your future needs** involving technology applied to teaching and learning. Aggregated results will be available in late June at the DoIT website. If you have any questions about the survey, contact Jane Terpstra at jkterpstra@wisc.edu or (608) 262-0626.

1. Which best describes your current position at UW-Madison? (Select one.)

- Department Chair/Director
- Tenured Faculty
- Tenure Track but un-tenured faculty
- Non-tenure track Instructor, Lecturer, Faculty Associate
- Graduate Student / Teaching Assistant
- Other, please specify

2. Select the school or college of your primary instructional appointment. (Select one.)

- Agriculture & Life Sciences, College of
- Business, School of
- Education, School of
- Engineering, College of
- Human Ecology, School of
- Law School
- Letters & Sciences, College of
- Medicine and Public Health, School of
- Nursing, School of
- Pharmacy, School of
- Veterinary Medicine, School of

- Other, please specify

3. Select one of the following that matches your career experience:

- Pre-career graduate student / teaching assistant
- Early career (1-9 years)
- Mid career (10-20 years)
- Late career (21 years or more)

4. Which of the following DoIT services and support have you used this academic year? (Select all that apply.)

- None
- Individual academic technology consultations
- Learn @UW
- My WebSpace
- Training/workshops (no fee to attend)
- Develop e-learning materials (fee for service)
- Develop a course offered entirely online (fee for service)
- Award programs
- Evaluation of impact of academic technology on student learning
- New Media Center production assistance

5. Which of the following DoIT services and support do you anticipate using in the next two academic years? (Select all that apply.)

- None
- Individual academic technology consultations
- Learn @UW
- My WebSpace
- Training/workshops (no fee to attend)
- Develop e-learning materials (fee for service)

- Develop courses offered entirely online (fee for service)
- Evaluation of impact of academic technology on student learning
- Award programs
- New Media Center production assistance
- Audio or video editing at the New Media Center
- Poster and color printing at the New Media Center (fee for materials)
- 3-D Rendering at the New Media Center
- 3-D Printing at the New Media Center (fee for materials)
- Scanning services at the New Media Center
- Microscope-to-digital conversions at the New Media Center
- Slides-to-digital conversions at the New Media Center
- Equipment loans from the New Media Center (e.g., laptops, projectors, cameras)
- Schedule Macintosh computer classroom with the New Media Center
- Other, please specify

6. How would you best describe your use of computer-delivered technology in your teaching this academic year? (Select all that apply.)

- I do not use instructional technology
- Keep students informed using classlist e-mail service
- Provide access to online resources (links to websites, PowerPoint presentations, lecture notes, readings, etc.)
- Presentation technology (e.g., classroom use of PowerPoint, Keynote, projected websites)
- Use Learn @UW
- Help students work collaboratively (e.g., My WebSpace file sharing)
- Reach new students who cannot come to campus
- Offer my course completely online
- Course web page on Departmental website

- Course web pages (e.g., HTML, Dreamweaver)
 - Clickers / Response systems
 - Illustrated audio (e.g., narrated PowerPoint slideshow on the web)
 - Podcasting
 - Video/audio files (e.g., Flash)
 - Streamed video delivery
 - Library e-reserves
 - Online simulations / educational games
 - Image collections
 - Textbook CD
 - Other, please specify
-

7. Which of the following Learn @UW features have you used this academic year?
(Select all that apply.)

- None
 - Classlist tool
 - Post syllabus
 - Provide students with course content (e.g., lecture notes, PowerPoint slides, course readings)
 - Provide students a place to collaborate on a project
 - Dropbox/Assignment
 - Discussion board
 - Bulletin board
 - Quizzing / Survey
 - Gradebook
 - Other, please specify
-

8. How often did you use digital technologies in the classroom this academic year?
(Select one.)

- 100% (Every class session)
- 75%
- 50%
- 25%
- <25%
- 0% (Not applicable)

9. How much did you use digital technologies for student work outside the classroom this academic year? (Select one.)

- 100% (All class work online)
- 75%
- 50%
- 25%
- <25%
- 0% (Not applicable)

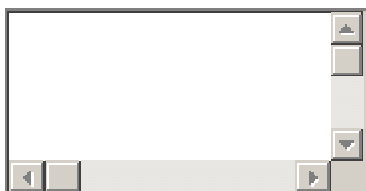
10. Rate your experience, in general, with digital technologies that you have used in your courses this academic year. (Select one.)

- Not applicable (do not use)
- Very Positive
- Positive
- Neutral
- Negative
- Very Negative

11. Rate your experience specifically with Learn @UW, the campus course management system, this academic year. (Select one.)

- Not applicable (Do not use)
- Very positive
- Positive
- Neutral
- Negative
- Very negative

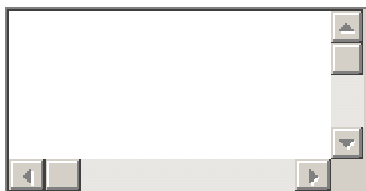
12. What are your thoughts regarding use of Learn @UW this academic year?



13. Rate your willingness to use other course management systems in the near future. (Select one.)

- Not applicable (Do not use)
- Willing
- Undecided
- Unwilling

List your major concerns:



14. What would best address your unmet teaching challenges? (Select all that apply.)

- Nothing additional needed
- Transfer more class content online using tools to simplify the process
- Transfer more lecture content online using tools to simplify the process
- Create online student activities / assignments using simple tools
- Encourage communication during lecture
- Allow students to interact collaboratively outside the classroom
- Allow students to interact with realistic situations, make decisions, and receive feedback
- Receive assistance producing online course materials or courses
- Assess the impact of instructional technology on students' learning
- Manage courses online
- Develop courses offered entirely online
- Other, please specify

15. How would you prefer to incorporate digital technologies into your instruction? (Select all that apply.)

- Do not use technology in my teaching
- Do this work myself
- Use campus e-learning development services (for a fee)
- Work with colleagues providing guidance
- Work with Help Desk staff
- Work with technical support staff in my School/College
- Work with DoIT/Academic Technology consultants
- Attend training workshops
- Work in a New Media Center with student assistance
- Work with a student assistant in my discipline

- Refer to user manuals and online tutorials
- Use DoIT awards to create innovative approaches to teaching and learning
- Use DoIT awards to develop course materials, supplement departmental funding, and/or obtain hardware supporting instruction
- Use DoIT awards to evaluate effectiveness of instructional technology on teaching and learning
- Other, please specify

YOU HAVE NOW COMPLETED MORE THAN HALF OF THE SURVEY. WE APPRECIATE YOUR PERSISTENCE TO COMPLETE THE REMAINING ITEMS.

16. How many courses offered entirely online have you taught at UW-Madison?

- 0
- 1
- 2
- 3 or more

17. How many courses offered entirely online do you plan to teach at UW-Madison in the next two academic years?

- 0
- 1
- 2
- 3 or more

18. Which of the following services would best prepare you to teach courses offered entirely online? (Select all that apply.)

- None (do not plan to teach online courses)
- Receive DoIT/Academic Technology consultations
- Attend workshops
- Read resources
- Contract for production services to develop online course materials

- Receive DoIT Awards to work with development staff
- Other, please specify

19. Which of these emerging technologies hold the most promise for meeting student learning challenges in the next two academic years? (Select all that apply.)

- None
- Virtual meetings (e.g., videoconferencing, audio conferencing, webinars)
- Collaborative writing and text editing
- Instant messaging
- Simulations and educational games
- 3-D learning environments
- Blogs (online journaling)
- Wikis (online collaboration)
- Podcasting (subscription audio files)
- Response systems (polling student understanding)
- Social (shared) bookmarks
- Vodcasting (subscription video files)
- Cell phone instructional delivery
- Interactive audio activities (e.g., voice tools)
- Illustrated audio (e.g., narrated PowerPoint slideshow on the web)
- Student e-portfolios
- Wireless in the classroom
- Hands-free voice and motion-activated devices
- Other, please specify

20. What source(s) should fund incorporating technology into instruction? (Select all that apply.)

- None
- Department
- School/College
- Student Information Technology (IT) fee
- Division of Information Technology (DoIT)
- Provost Office
- Other, please specify

21. If you had funding, which fee-for-services would you request during the next two academic years? (Select all that apply.)

- Graphic design for the web
- Web site development
- Project management
- Project planning/storyboarding/prototyping
- Usability testing
- Media production/editing (video/audio)
- Streaming media delivery
- Develop interactive e-learning materials
- Develop course offered entirely online
- Develop evaluation protocol/questions
- Evaluation analysis and summary report
- Other, please specify

22. Which of the following impede your use of instructional technology in your teaching? (Select all that apply.)

- Nothing impedes my use of instructional technology
- Lack of time
- Lack of skills
- Little impact on tenure/promotion
- Technologies change too quickly
- Upgrades to the software or changes in the software
- Lack of classroom equipment
- Lack of incentives, rewards
- Server outages of Learn @UW course management
- Instructional technology fails to include the pedagogy needed to teach my subject matter

Explain below:

A rectangular text input field with a scroll bar on the right side and navigation buttons (back, forward, and search) at the bottom.

23. Which of the following would motivate you to use instructional technology in your teaching?

- Large class enrollment
- Enhances my ability to teach my material
- Is an efficient use of my time
- I am encouraged by my students to use it
- Students need the exposure to technology
- Have technical support in my department to assist me
- It improves my annual evaluation
- Inspired by my peers

- Receive small grants or awards (\$500-\$1,000)
- Simple tools to create digital course materials
- Receive production services from expert staff
- Reliability of technology
- Improved classroom equipment
- Improved office equipment
- Receive individual assistance from DoIT consultants
- Attend hands-on training sessions
- Receive individual assistance from New Media Center staff
- Receive DoIT Help Desk support by phone
- Offer courses to off-campus students as well as on-campus students
- Knowledge that this benefits my students' learning
- Other, please specify

24. How would you rate yourself on each of the following?

a. I favor revolutionary change through technology.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Undecided

b. I am willing to experiment with technology in my teaching.

- Strongly agree
- Agree
- Neutral

- Disagree
- Strongly disagree
- Undecided

c. I take risks when it comes to using technology in my teaching.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Undecided

d. I generally do not need assistance or support when using technology in my teaching.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Undecided

e. New technology never works the way it is supposed to work.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Undecided

f. I would rather wait until all the bugs are worked out before I try new technology.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Undecided

g. I feel informed about instructional technology.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Undecided

h. I spend more time on my teaching duties than my research duties.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Undecided

25. On which of the following do you recommend we focus our future efforts in support of teaching and learning? (Select all that apply.)

- None (do not use digital technology)
- New and emerging technologies
- Online course delivery
- Alternative course management options
- Educational theories
- Assistance with evaluations contributing to the scholarship of teaching and learning
- Faculty technology learning/training
- Communication of available services and support
- Award and funding opportunities
- Best teaching practices
- Other, please specify

26. Which of the following are your most important needs for current or future teaching? (Select all that apply.)

- None (Do not use digital technology)
- Supplementing a course with online resources
- Teaching and managing courses with large enrollments
- Teaching and managing courses delivered entirely online
- Automating or managing grades
- Managing assignments
- Web page design and development
- Using digital audio or video
- Effective presentations / presentation technologies
- Instructional simulations or games

- Live online meetings/classes/seminars
 - Effective collaboration among students
 - Understanding principles of learning
 - Understanding best practices of teaching with technology
 - Other, please specify
-


27. How would you prefer to learn about digital technologies as they apply to teaching and learning? (Select all that apply.)

- Face-to-face group workshop
 - Online group workshop
 - Online tutorial (self-paced, no instructor)
 - Self taught or explore
 - Interaction with colleague
 - Interaction with friend or family member
 - Interaction with department support staff
 - Interaction with DoIT/Academic Technology consultants
 - Read online articles or Web site information
 - Read book, article, or other printed material
 - Review best practices examples
 - Receive email info/articles/updates
 - Attend a professional conference or seminar
 - Other, please specify
-

28. How do you prefer to receive communications from DoIT regarding new academic technology services, training workshops, award programs, or other technology-related information? (Select all that apply.)

- Brochure in campus mail
- E-mail with links to websites
- WisconsinWeek
- Computing @UW
- DoIT website
- Subscription to RSS feeds
- Other, please specify

29. Finally, in what ways could DoIT improve/enhance academic technology services and support?



THANK YOU, ONCE AGAIN, FOR COMPLETING THIS SURVEY!

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**Appendix B.
WebSurvey Report for All Respondents**

**Appendix C.
WebSurvey Reports by Position**

**Appendix D.
Data Analyses**

**2006 Academic Technology Survey
Cross-tab Analyses**

Q8. (Amount of time using digital technology in the classroom) by Q3 (Career experience)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q8 by q3					
	q8	q3				Total
		Early career (1-9 years)	Late career (21 years or more)	Mid career (10-20 years)	Pre-career graduate student / teaching assistant	
	100% (Every class session)	16 0.0036	22 0.978	15 0.1744	8 2.2197	61
	25%	5 0.009	4 0.3017	3 0.2387	6 1.0328	18
	50%	9 0.4566	6 0.4526	5 0.1549	7 0.1811	27
	75%	4 0.131	5 0.0128	6 1.0328	3 0.2387	18
	<25%	7 0.122	8 0.067	5 0.3979	10 1.7214	30
	Total	41	45	34	34	154

Statistics for Table of q8 by q3

Statistic	DF	Value	Prob
Chi-Square	12	9.9268	0.6224
Likelihood Ratio Chi-Square	12	9.8479	0.6293
Mantel-Haenszel Chi-Square	1	1.7808	0.1820
Phi Coefficient		0.2539	

Statistic	DF	Value	Prob
Contingency Coefficient		0.2461	
Cramer's V		0.1466	
WARNING: 30% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 154

Q8. (Amount of time using technology in the classroom) by Q1. (Position held)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q8 by q1					
	q8	q1				Total
		Department Chair/ Director	Graduate Student / Teaching Assistant	Non-tenure track Instructor, Lecturer, Faculty Associate	Tenure Track but un- tenured Faculty	
100% (Every class session)	3 0.05	11 1.0985	11 0.9277	11 1.5942	19 1.0258	55
25%	0 0.863	7 0.8676	6 0.2954	1 0.8713	4 0.176	18
50%	2 0.4554	8 0.1079	8 0.1602	4 0.054	4 1.3694	26
75%	1 0.042	4 0.0928	6 0.4687	2 0.0464	4 0.0928	17
<25%	1 0.1336	10 0.3858	8 234E-7	2 1.0829	9 0.0742	30
Total	7	40	39	20	40	146

Statistics for Table of q8 by q1

Statistic	DF	Value	Prob
Chi-Square	16	12.3356	0.7206

Statistic	DF	Value	Prob
Likelihood Ratio Chi-Square	16	13.6513	0.6247
Mantel-Haenszel Chi-Square	1	1.5575	0.2120
Phi Coefficient		0.2907	
Contingency Coefficient		0.2791	
Cramer's V		0.1453	
WARNING: 60% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 146

Q9. (Use of digital technologies for student work outside the classroom) by Q3. (Career experience)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q9 by q3					
	q9	q3				Total
		Early career (1-9 years)	Late career (21 years or more)	Mid career (10-20 years)	Pre-career graduate student / teaching assistant	
	100% (All class work online)	4 0.5703	5 1.1415	3 0.1122	0 3.6641	12
	25%	4 1.0504	12 2.6586	5 0.1597	8 0.0825	29
	50%	9 0.3814	4 2.2318	8 0.2991	11 0.1546	32
	75%	4 0.5703	3 0.0042	3 0.1122	2 0.7558	12
	<25%	9 0.2235	10 0.3149	8 0.2313	19 1.7474	46
	Total	30	34	27	40	131

Statistics for Table of q9 by q3

Statistic	DF	Value	Prob
Chi-Square	12	16.4658	0.1708

Statistic	DF	Value	Prob
Likelihood Ratio Chi-Square	12	20.0739	0.0657
Mantel-Haenszel Chi-Square	1	3.0664	0.0799
Phi Coefficient		0.3545	
Contingency Coefficient		0.3342	
Cramer's V		0.2047	
WARNING: 40% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 131

Q9. (Use of digital technology for student work outside the classroom) by Q1. (Career experience)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q9 by q1						
	q9	q1					Total
		Department Chair/Director	Graduate Student / Teaching Assistant	Non-tenure track Instructor, Lecturer, Faculty Associate	Tenure Track but un- tenured faculty	Tenured Faculty	
100% (All class work online)	0 0.3492	1 2.3469	3 0.0554	4 <u>6.3131</u>	3 0.0319	11	
25%	1 0.0068	8 0.7338	6 0.1186	3 0.0153	11 2.0938	29	
50%	0 1.0159	15 0.7862	8 0.019	3 0.0868	6 0.4456	32	
75%	2 <u>8.9175</u>	3 0.1429	4 1.101	0 1.1111	1 0.8668	10	
<25%	1 0.1127	20 0.7841	9 0.208	4 0.1616	10 0.0629	44	
Total	4	47	30	14	31	126	

Statistics for Table of q9 by q1

Statistic	DF	Value	Prob
Chi-Square	16	27.8870	<u>0.0326</u>
Likelihood Ratio Chi-Square	16	23.9144	0.0914
Mantel-Haenszel Chi-Square	1	4.5870	0.0322
Phi Coefficient		0.4705	
Contingency Coefficient		0.4257	
Cramer's V		0.2352	
WARNING: 64% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 126

Q10. (Rating experience with digital technologies) by Q3. (Career experience)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q10 by q3					
	q10	q3				Total
		Early career (1-9 years)	Late career (21 years or more)	Mid career (10-20 years)	Pre-career graduate student / teaching assistant	
Negative	0 0.5325	1 0.474	0 0.426	1 0.4103	2	
Neutral	4 0.0613	5 0.1052	4 0.0396	4 0.0613	17	
Positive	28 0.3525	16 2.6208	20 28E-6	30 0.987	94	
Very Negat	0 0.5325	1 0.474	0 0.426	1 0.4103	2	
Very Posit	13 0.1322	20 2.8525	12 0.0215	9 2.012	54	
Total	45	43	36	45	169	

Statistics for Table of q10 by q3

Statistic	DF	Value	Prob
Chi-Square	12	12.9317	0.3740

Statistic	DF	Value	Prob
Likelihood Ratio Chi-Square	12	14.7045	0.2580
Mantel-Haenszel Chi-Square	1	1.3420	0.2467
Phi Coefficient		0.2766	
Contingency Coefficient		0.2666	
Cramer's V		0.1597	
WARNING: 60% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 169

Q10. (Rating of experience with digital technologies) by Q1. (Position held)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q10 by q1					
	q10	q1				Total
		Department Chair/Director	Graduate Student / Teaching Assistant	Non-tenure track Instructor, Lecturer, Faculty Associate	Tenure Track but un- tenured faculty	
Negative	1 9.5161	1 0.1885	0 0.475	0 0.3	0 0.4875	2
Neutral	2 2.1219	4 0.4209	4 0.0003	3 0.0794	4 0.005	17
Positive	3 0.2232	35 1.1303	21 0.0066	13 0.0185	18 0.7067	90
Very Negat	0 0.0875	1 0.1885	0 0.475	0 0.3	1 0.5388	2
Very Posit	1 0.6102	11 1.5231	13 0.1595	8 0.0575	16 1.3776	49
Total	7	52	38	24	39	160

Statistics for Table of q10 by q1

Statistic	DF	Value	Prob
Chi-Square	16	20.9976	0.1786
Likelihood Ratio Chi-Square	16	16.0337	0.4506
Mantel-Haenszel Chi-Square	1	5.5508	0.0185
Phi Coefficient		0.3623	
Contingency Coefficient		0.3406	
Cramer's V		0.1811	
WARNING: 64% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 160

Q11. (Rating of experience with Learn @UW) by Q3. (Career experience)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q11 by q3					
	q11	q3				Total
		Early career (1-9 years)	Late career (21 years or more)	Mid career (10-20 years)	Pre-career graduate student / teaching assistant	
	Negative	2 0.8715	0 1.0909	0 1.0455	3 0.7682	5
	Neutral	1 3.017	9 3.1595	6 0.2949	7 0.2223	23
	Positive	13 0.1423	10 0.4027	10 0.2495	23 0.3413	56
	Very negative	0 0.4182	1 0.728	1 0.8095	0 0.7273	2
	Very positive	7 0.7827	4 0.2919	6 0.1921	7 0.3419	24
	Total	23	24	23	40	110

Statistics for Table of q11 by q3

Statistic	DF	Value	Prob
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Statistic	DF	Value	Prob
Chi-Square	12	15.8972	0.1960
Likelihood Ratio Chi-Square	12	19.2575	0.0825
Mantel-Haenszel Chi-Square	1	0.8146	0.3668
Phi Coefficient		0.3802	
Contingency Coefficient		0.3553	
Cramer's V		0.2195	
WARNING: 50% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 110

Q11. (Rating of experience with Learn @UW) by Q1. (Position held)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q11 by q1						
	q11	q1				Total	
		Department Chair/Director	Graduate Student / Teaching Assistant	Non-tenure track Instructor, Lecturer, Faculty Associate	Tenure Track but un- tenured faculty		Tenured Faculty
	Negative	0 0.3302	3 0.4118	0 0.9434	2 1.5602	0 0.8019	5
	Neutral	3 1.4443	8 0.2507	3 0.4135	0 <u>3.9057</u>	9 <u>7.6478</u>	23
	Positive	2 0.5988	24 0.2702	12 0.4882	9 0.0033	5 1.3374	52
	Very negative	1 <u>3.2457</u>	0 1.2453	1 0.3327	1 0.4724	0 0.4811	3
	Very positive	1 0.1773	9 0.0314	4 0.0266	6 1.1231	3 0.1286	23
	Total	7	44	20	18	17	106

Statistics for Table of q11 by q1

Statistic	DF	Value	Prob
Chi-Square	16	27.6714	<u>0.0346</u>
Likelihood Ratio Chi-Square	16	30.8081	0.0142
Mantel-Haenszel Chi-Square	1	0.0000	0.9947
Phi Coefficient		0.5109	
Contingency Coefficient		0.4550	
Cramer's V		0.2555	
WARNING: 76% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 106

Q13a. (Willingness to use other course management systems) by Q3. (Career experience)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q13a by q3					
	q13a	q3				Total
		Early career (1-9 years)	Late career (21 years or more)	Mid career (10-20 years)	Pre-career graduate student / teaching assistant	
Undecided	16 0.5333	16 0.1938	9 0.4804	14 0.25	55	
Unwilling	1 0.455	3 0.4017	4 3.3544	0 2.3273	8	
Willing	23 0.1207	24 0.2508	21 157E-7	34 0.6311	102	
Total	40	43	34	48	165	

Statistics for Table of q13a by q3

Statistic	DF	Value	Prob
Chi-Square	6	8.9984	0.1737
Likelihood Ratio Chi-Square	6	10.4016	0.1087

Statistic	DF	Value	Prob
Mantel-Haenszel Chi-Square	1	1.9740	0.1600
Phi Coefficient		0.2335	
Contingency Coefficient		0.2274	
Cramer's V		0.1651	
WARNING: 33% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 165

Q13a. (Willingness to use other course management systems) by Q1. (Position held)

The FREQ Procedure

Frequency Cell Chi- Square	Table of q13a by q1						
	q13a	q1					Total
		Department Chair/Director	Graduate Student / Teaching Assistant	Non-tenure track Instructor, Lecturer, Faculty Associate	Tenure Track but un- tenured faculty	Tenured Faculty	
Undecided	4 1.1339	16 0.2	11 0.3562	9 0.1967	13 0.1188	53	
Unwilling	0 0.3567	0 2.7006	2 0.0001	1 0.0252	5 5.8013	8	
Willing	3 0.3829	37 0.6508	26 0.1944	13 0.0805	17 0.9051	96	
Total	7	53	39	23	35	157	

Statistics for Table of q13a by q1

Statistic	DF	Value	Prob
Chi-Square	8	13.1032	0.1083
Likelihood Ratio Chi-Square	8	14.1369	0.0783
Mantel-Haenszel Chi-Square	1	0.9457	0.3308

Statistic	DF	Value	Prob
Phi Coefficient		0.2889	
Contingency Coefficient		0.2775	
Cramer's V		0.2043	
WARNING: 47% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 157

Q11. (Rating of experience with Learn @UW) by Q13a. (Willingness to use other course management systems)

The FREQ Procedure

Frequency Cell Chi-Square	Table of q11 by q13a				
	q11	q13a			Total
		Undecided	Unwilling	Willing	
	Negative	2 0.4424	0 0.1961	2 0.1183	4
	Neutral	8 0.4745	1 0.0004	11 0.2389	20
	Positive	15 0.2224	3 0.0471	36 0.0733	54
	Very negative	1 0.2212	0 0.098	1 0.0591	2
	Very positive	6 0.1179	1 0.0057	15 0.0686	22
	Total	32	5	65	102

Statistics for Table of q11 by q13a

Statistic	DF	Value	Prob
Chi-Square	8	2.3839	0.9669

Statistic	DF	Value	Prob
Likelihood Ratio Chi-Square	8	2.5734	0.9582
Mantel-Haenszel Chi-Square	1	0.8022	0.3704
Phi Coefficient		0.1529	
Contingency Coefficient		0.1511	
Cramer's V		0.1081	
WARNING: 60% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Sample Size = 102

Q1. (Position held) by Technology Adoption

The FREQ Procedure

Frequency Cell Chi- Square	Table of q1 by Technology Adoption			
	q1	Technology Adoption		Total
		Early Adopters	Early Majority	
	Department Chair/Director	3 0.3205	6 0.2747	9
	Graduate Student / Teaching Assistant	27 0.375	25 0.3214	52
	Non-tenure track Instructor, Lecturer, Faculty Associate	21 0.0671	22 0.0575	43
	Tenure Track but un-tenured faculty	12 0.0769	12 0.0659	24
	Tenured Faculty	15 0.8133	26 0.6971	41
	Total	78	91	169
Frequency Missing = 36				

Statistics for Table of q1 by Technology Adoption

Statistic	DF	Value	Prob
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Statistic	DF	Value	Prob
Chi-Square	4	3.0696	0.5463
Likelihood Ratio Chi-Square	4	3.1063	0.5402
Mantel-Haenszel Chi-Square	1	0.8645	0.3525
Phi Coefficient		0.1348	
Contingency Coefficient		0.1336	
Cramer's V		0.1348	

Effective Sample Size = 169
Frequency Missing = 36

WARNING: 18% of the data are missing.

Q3. (Career experience) by Technology Adoption

The FREQ Procedure

Frequency Cell Chi- Square	Table of q3 by Technology Adoption			
	q3	Technology Adoption		Total
		Early Adopters	Early Majority	
	Early career (1-9 years)	23 0.4339	20 0.3791	43
	Late career (21 years or more)	17 1.7103	33 1.4942	50
	Mid career (10-20 years)	18 0.0324	19 0.0283	37
	Pre-career graduate student / teaching assistant	25 0.3062	23 0.2675	48
	Total	83	95	178
Frequency Missing = 43				

Statistics for Table of q3 by Technology Adoption

Statistic	DF	Value	Prob
Chi-Square	3	4.6518	0.1991

Statistic	DF	Value	Prob
Likelihood Ratio Chi-Square	3	4.7214	0.1934
Mantel-Haenszel Chi-Square	1	0.1624	0.6870
Phi Coefficient		0.1617	
Contingency Coefficient		0.1596	
Cramer's V		0.1617	

Effective Sample Size = 178
Frequency Missing = 43

WARNING: 19% of the data are missing.

Q8. (Use of digital technologies in the classroom) by Technology Adoption

The FREQ Procedure

Frequency Cell Chi-Square	Table of q8 by Technology Adoption			
	q8	Technology Adoption		Total
		Early Adopters	Early Majority	
	100% (Every class session)	26 0.0181	22 0.0202	48
	25%	9 0.037	7 0.0413	16
	50%	15 0.9923	7 1.1081	22
	75%	11 1.7686	3 1.9749	14
	<25%	6 <u>4.7715</u>	21 <u>5.3281</u>	27
	Total	67	60	127
Frequency Missing = 28				

Statistics for Table of q8 by Technology Adoption

Statistic	DF	Value	Prob
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Statistic	DF	Value	Prob
Chi-Square	4	16.0602	<u>0.0029</u>
Likelihood Ratio Chi-Square	4	16.8609	0.0021
Mantel-Haenszel Chi-Square	1	2.7654	0.0963
Phi Coefficient		0.3556	
Contingency Coefficient		0.3351	
Cramer's V		0.3556	

Effective Sample Size = 127
Frequency Missing = 28

WARNING: 18% of the data are missing.

Q9. (Use of digital technology for student work outside the classroom) by Technology Adoption

The FREQ Procedure

Frequency Cell Chi-Square	Table of q9 by Technology Adoption			
	q9	Technology Adoption		Total
		Early Adopters	Early Majority	
	100% (All class work online)	5 0.1579	3 0.1734	8
	25%	13 0.0154	11 0.0169	24
	50%	16 0.4207	10 0.4619	26
	75%	4 0.0083	4 0.0092	8
	<25%	18 0.5572	23 0.6119	41
	Total	56	51	107
Frequency Missing = 24				

Statistics for Table of q9 by Innovation

Statistic	DF	Value	Prob
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Statistic	DF	Value	Prob
Chi-Square	4	2.4327	0.6567
Likelihood Ratio Chi-Square	4	2.4469	0.6542
Mantel-Haenszel Chi-Square	1	1.6313	0.2015
Phi Coefficient		0.1508	
Contingency Coefficient		0.1491	
Cramer's V		0.1508	
WARNING: 40% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Effective Sample Size = 107

Frequency Missing = 24

WARNING: 18% of the data are missing.

Q10. (Rating of experience with digital technologies) by Technology Adoption

The FREQ Procedure

Frequency Cell Chi-Square	Table of q10 by Technology Adoption			
	q10	Technology Adoption		Total
		Early adaptors	Early majority	
	Negative	0 1.0638	2 1.2089	2
	Neutral	3 <u>3.5681</u>	13 <u>4.0547</u>	16
	Positive	38 0.2935	40 0.3335	78
	Very Negat	0 1.0638	2 1.2089	2
	Very Posit	34 <u>5.4137</u>	9 <u>6.152</u>	43
	Total	75	66	141
Frequency Missing = 29				

Statistics for Table of q10 by Technology Adoption

Statistic	DF	Value	Prob
Chi-Square	4	24.3610	<u><.0001</u>
Likelihood Ratio Chi-Square	4	27.2498	<.0001
Mantel-Haenszel Chi-Square	1	20.0632	<.0001
Phi Coefficient		0.4157	
Contingency Coefficient		0.3838	
Cramer's V		0.4157	
WARNING: 40% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Effective Sample Size = 141

Frequency Missing = 29

WARNING: 17% of the data are missing.

Q11. (Rating of experience with Learn @UW) by Technology Adoption

The FREQ Procedure

Frequency Cell Chi-Square	Table of q11 by Technology Adoption			
	q11	Technology Adoption		Total
		Early adaptors	Early majority	
	Negative	1 0.7438	3 1.0178	4
	Neutral	10 0.0154	8 0.0211	18
	Positive	23 0.1369	20 0.1874	43
	Very negative	1 0.3103	2 0.4246	3
	Very positive	17 1.4471	5 1.9803	22
	Total	52	38	90
Frequency Missing = 21				

Statistics for Table of q11 by Innovation

Statistic	DF	Value	Prob
Chi-Square	4	6.2846	0.1789
Likelihood Ratio Chi-Square	4	6.5480	0.1618
Mantel-Haenszel Chi-Square	1	3.9856	0.0459
Phi Coefficient		0.2643	
Contingency Coefficient		0.2555	
Cramer's V		0.2643	
WARNING: 40% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Effective Sample Size = 90

Frequency Missing = 21

WARNING: 19% of the data are missing.

Q13a. (Willingness to use other course management systems) by Technology Adoption

The FREQ Procedure

Frequency Cell Chi-Square	Table of q13a by Technology Adoption			
	q13a	Technology Adoption		Total
		Early adaptors	Early majority	
	Undecided	20 1.8667	32 2.0338	52
	Unwilling	4 0.0336	3 0.0366	7
	Willing	49 1.0833	32 1.1804	81
	Total	73	67	140
	Frequency Missing = 25			

Statistics for Table of q13a by Technology Adoption

Statistic	DF	Value	Prob
Chi-Square	2	6.2343	<u>0.0443</u>

Statistic	DF	Value	Prob
Likelihood Ratio Chi-Square	2	6.2750	0.0434
Mantel-Haenszel Chi-Square	1	6.0347	0.0140
Phi Coefficient		0.2110	
Contingency Coefficient		0.2065	
Cramer's V		0.2110	
WARNING: 33% of the cells have expected counts less than 5. Chi-Square may not be a valid test.			

Effective Sample Size = 140

Frequency Missing = 25

WARNING: 15% of the data are missing.

2006 Academic Technology Survey Analyses of Select-All-That-Apply Questions

Q5. Which of the following DoIT services/support do you anticipate using in the next two academic years?				
Response: None				
	Department Chair/Director	0.3		A
	Tenured Faculty	0.224	B	A ³
	Tenure Track but Un-tenured Faculty	--	B	
	Graduate Student Teaching Assistant	0.094	B	A ³

Q7. Which of the following Learn @UW features have you used this academic year?				
Response: Provide Students With Course Content (e.g., Lecture Notes, Slides, Readings)				
	Department Chair/Director	0.1		A
	Tenured Faculty	0.02	B	A ³
	Tenure Track but Un-tenured Faculty	--	B	
	Graduate Student Teaching Assistant	0.016	B	A ³

Q15. How would you prefer to incorporate digital technologies into your instruction?				
Response: Work with Technical Support Staff in my School / College				
	Department Chair/Director	0.1		A
	Tenured Faculty	0.021	B	A ³
	Tenure Track but Un-tenured Faculty	--	B	
	Graduate Student Teaching Assistant	0.016	B	A ³

Q15. How would you prefer to incorporate digital technologies into your instruction?				
Response: Do Not Use Technology in my Teaching				
	Department Chair/Director	0.2		A
	Tenured Faculty	0.021	B	
	Tenure Track but Un-tenured Faculty	--	B	
	Graduate Student Teaching Assistant	0.094	B	A ³

Q18. Which of the following services would best prepare you to teach courses offered entirely online?				
Response: Attend Workshops				
	Department Chair/Director	0.2		A
	Tenured Faculty	--	B	
	Tenure Track but Un-tenured Faculty	0.037	B	
	Graduate Student Teaching Assistant	0.095	B	A ³

Q18. Which of the following services would best prepare you to teach courses offered entirely online?				
Response: Receive DoIT/AT Consultations				
	Department Chair/Director	0.1		A
	Tenured Faculty	--	B	
	Tenure Track but Un-tenured Faculty	0.037	B	A ³
	Graduate Student Teaching Assistant	--	B	

³ Indicates a significant difference for this group

Q7. Which Learn @UW features have you used this academic year?				
Response: Class list				
	Pre-career Teaching Assistant	0.193		A
	Early Career (1-9 years)	0.053	B	
	Mid Career (10-20 years)	0.04	B	
	Late Career (21 years or more)	0.123	B	A ³

Q7. Which Learn @UW features have you used this academic year?				
Response: None				
	Pre-career Teaching Assistant	0.175	B	
	Early Career (1-9 years)	0.526		A
	Mid Career (10-20 years)	0.38	B	A ³
	Late Career (21 years or more)	0.404		A

Q14. What would best address your unmet teaching challenges?				
Response: Allow students to interact collaboratively outside the classroom				
	Pre-career Teaching Assistant	0.1		A
	Early Career (1-9 years)	0.035	B	A ³
	Mid Career (10-20 years)	0.04	B	A ³
	Late Career (21 years or more)	--	B	