

New PPSC Language for Bylaws

CURRENT LANGUAGE

P. PRESIDENTIAL PERCEPTION SURVEY COMMITTEE. The Presidential Perception Survey

Committee shall:

- a. Review the survey instrument and process of administration and recommend any changes to the Faculty Senate.
- b. Administer the distribution of the approved survey instrument to the Faculty.
- c. Compile the results of the survey.
- d. Report the survey's finding to the Faculty Senate.
- e. Provide the full report to the President of the University and to the Board of Governors.
- f. Provide the quantitative portion only to the Faculty.

The Presidential Perception Survey Committee shall consist of one member elected by each Academic Unit. Only tenured faculty shall serve on this committee.

PROPOSED LANGUAGE

P. PRESIDENTIAL PERCEPTION SURVEY COMMITTEE. The Presidential Perception Survey Committee shall:

- a. Review the survey instrument and process of administration and recommend any changes to the Faculty Senate.
- b. Administer the distribution of the approved survey instrument to the Faculty either through direct action of the committee or through a third-party survey provider approved by the Faculty Senate.
- c. Compile the results of the survey or distribute the results of the survey as conducted by a third-party provider to the Faculty Senate Executive Committee.
- d. Provide the quantitative portion only to the Faculty Senate.
- e. Provide the quantitative portion only to the Faculty.
- f. Provide the full report to the President of the University and to the Board of Governors.
- g. Conduct and administer any other surveys as directed by the Faculty Senate.

The Presidential Perception Survey Committee shall consist of one member elected by each Academic Unit. Only tenured faculty **or librarians with at least five years of experience at Fairmont State** shall be eligible to serve on this committee.

Honorary Degrees

Criteria and Procedures for Honorary Degrees and Awards

While there is no expectation that an honorary degree will be awarded at every commencement, the following are general criteria for use as guidelines for making nominations for recipients of honorary degrees and awards. The nominee must fulfill one of these criteria:

- 1) The nominee must have made a significant contribution to or performed distinguished services for one of the following: Fairmont State University, the region, the state, the nation, or the global community.
- 2) The nominee must have attained eminence in a field significant to Fairmont State University or the State of West Virginia

Membership of Honorary Degrees and Awards Committee

The Honorary Degrees and Awards Committee shall include a student named by the Student Government, two faculty named by the Executive Committee of the Faculty Senate, and two at-large members named by the President of the University. The President shall designate one of the committee members as a chairperson. The committee shall be appointed annually during the first month of the academic year.

Procedure for the Nomination of Honorary Degrees and Award Recipients

- 1) The Honorary Degrees and Awards Committee shall solicit and review letters of nomination for honorary degrees and awards from members and friends of Fairmont State University. The nomination letters should include the nominee's qualifications and a rationale for the degree or award.

- 2) The Honorary Degrees and Awards Committee shall submit its recommendations for honorary degrees and award recipients to the President of the University no later than the 90 days before the month in which the degree is proposed to be awarded.
- 3) The President of the University shall forward with supporting documentation of the names of those nominees whom he or she approves to the Board of Governors.
- 4) After discussion with the President, the Institutional Board of Governors shall approve or reject the nominees submitted by the President of the University.

Amendments

Amendments to these criteria and procedures may be recommended by the Honorary Degrees and Awards Committee but shall be approved by the Faculty Senate and the President.

Personnel Committee
Bylaws Revision (first
reading)

Proposed Revision of By-laws

Faculty Personnel Committee

Rationale for Changes:

The FPC is an important committee, endowed with decision-making power that directly affects the lives and livelihoods of younger faculty. Under the current scheme, FPC members are not beholden to anyone save the Committee on Committees, who are appointed by the FS President. It seems wise to make FPC members accountable to their faculty. Since there are five colleges in the university, it makes sense to have each college elect one member.

Proposed Language:

The Faculty Personnel Committee shall make recommendations through the Provost and Vice President for Academic Affairs to the University President on professional personnel concerning tenure, promotion in rank, and sabbaticals; and the committee shall handle the business directed to it by the Faculty Senate Executive Committee.

The Faculty Personnel Committee shall consist of five faculty members elected by each College of the University. Only tenured faculty holding at least the rank of Professor shall be eligible to serve on the Faculty Personnel Committee, and all such eligible faculty members shall have the right to run for the position. All committee members so elected shall serve for three years. If a vacancy on the committee occurs, a special election of the college shall be held to fill the remaining term. There shall be no term limits for members. However, faculty electorates should seek to balance the needs of preserving the academic culture of the university, harnessing new perspectives, and cultivating new leadership within their college.

The method of voting shall be determined by the faculty of the academic units within the college. If, after two weeks shall have passed since college faculty were notified by their dean of the need for an election, the faculty of a college fail to nominate anyone for election, then the dean of the college may appoint an eligible faculty member. The term of faculty so appointed shall end on the first day of Fall Semester in the following year, at which point the dean must call for an election to fill the position.

If a college does not have any qualified faculty members, the President of the Senate shall hold a special election in the Faculty Senate to fill the position. Any qualified faculty member not already on the committee from any college shall have the right to run for this position. Members so elected shall serve for the full term or remainder of any term for the college.

College-wide elections shall be held every three years in the Spring Semester, based on the following:

2023, 2026, 2029, 2032, etc.: College of Science and Technology, College of Liberal Arts

2024, 2027, 2030, 2033, etc.: College of Nursing, College of Education

2025, 2028, 2031, 2034, etc.: College of Business and Aviation

Members' terms begin and end on the first day of Fall Semester. Any member's term always ends on the first day of Fall Semester in the years indicated above regardless of the number of years served.

Proposed Academic Calendars for Next Two Years

Summary of Proposed Academic Calendar AY 2023-24

Fall 2023 (15 instructional weeks, 14 classes + 1 Finals)

- Aug 14 Professional Development
- Aug 21 First Day of Classes
- Oct 13 Midterm
- Nov 20-22 Thanksgiving Break
- Dec 8 Last Day of Classes
- Dec 11-15 Finals Week
- Dec 16 Commencement
- Dec 18-20 Assurance of Learning Days

Spring 2024 (15 instructional weeks, 14 classes + 1 Finals)

- Jan 16-19 Professional Development
- Jan 22 First Day of Classes
- Mar 8 Midterm
- Mar 11-15 Spring Break
- May 3 Last Day of Classes
- May 6-10 Finals Week
- May 11 Commencement
- May 13-15 Assurance of Learning Days

Summer 2024 (10 instructional weeks, two 5-week terms)

- May 28 First Day of Summer Classes
- June 28 Last Day of Summer I Classes
- July 1 Summer Break
- July 8 First Day of Summer II Classes
- Aug 2 Last Day of Summer Classes

Fall 2024 (15 instructional weeks, 14 classes + 1 Finals)

- Aug 12 Professional Development
- Aug 19 First Day of Classes

Year-End Committee
Reports from
2021-2022

Report to the Faculty Senate 2021-2022 Year-End Report

Committee Name: General Studies Committee

Goals:

Establish a repository for current and historical data for this committee that can be passed from year to year.

To utilize the application and rubric approved by 20-21 committee to evaluate courses for the core curriculum.

Develop an assessment rubric and calendar for assessing each core curriculum course and begin the assessment process.

Develop a consistent format for the agenda and the minutes.

Chair or Co-Chairs: Jan Kiger and Molly Barra (Note: Molly Barra left the institution in October)

Meeting Schedule:

- August 19, 2021
- September 16, 2021
- October 21, 2021
- November 18, 2021
- December 16th, 2021
- January 20, 2022
- February 17, 2022
- March 17, 2022
- April 21, 2022

Membership and Attendance (year-to date attendance record)

Name	Department or Administrative unit affiliation	Term End (if applicable)
Molly Barra, Co-Chair/ then Charley Hively	Library	2023
Jan Kiger, Co-Chair	HHP	2022
Dennine LaRue, Secretary	Math	2022
Kylie Ford	Arch., Art & Design	2022
Tad Kato	Behavioral Sciences	2023
M.E. Gamble	Business & Aviation	2023
Barbara Wierzbicki	Education	2022
Donna Long	Humanities	2023
Galen Hansen	Natural Sciences	2023
Frances Young	Nursing	2023
Robert Papp	Social Sciences	2022
Douglas Lecorchick	Engineering Tech	2023
James Matthews	General Education Director	N/A
Susan Ross	Provost Office Administrator	N/A

Accomplishments (Items reviewed and submitted for approval to the Faculty Senate)

- I. A repository of General Studies files and information was created in Microsoft Teams.
- II. The application and rubric for core curriculum course acceptance was approved.
- III. The following changes were proposed and approved by Senate.
 - A. Course applications approved for inclusion in the core curriculum:
 1. PHYS 1104
 2. MATH 1410
 - B. Courses were removed by request from the core curriculum:
 1. HLTA 2203
 2. MUSI 1111, 1118 & 1119
 3. MATH 1585
 - C. The following replacement was made:
 1. ENGL 2230 and 2231 were replaced with ENGL 2240
 - D. Core outcomes were revised.
 1. Natural Sciences: Students will demonstrate proficiency with scientific content and laboratory activity/process skills, recognize the limitations of science, and apply quantitative analysis in the investigation of relevant natural science issues.
 2. Mathematics: Students will be able to use appropriate symbolic manipulation skills and problem-solving methods to model and solve problems, interpret the solution to reach a valid conclusion, and correctly use the language of mathematics to describe relationships or patterns.
 - E. Credit Hours for outcomes were corrected to align with the courses offered in the outcome.
 1. Outcome 2. Written Communication 6-7 credits (ENGL 1101 can be 3 or 4 credits)
 2. Outcome 7. Natural Sciences change from 3-5 to 4-5 (No 3-credit course due to lab requirement.)
 4. Outcome 10. Personal Development 2-3 not 3 as listed in the 2021-22 Catalog
- IV. Core Curriculum Policy was clarified.
 - A. Core Curriculum Mission: A foundation for learning. The core curriculum is designed to ensure all students acquire the knowledge, skills, and attributes necessary to become life-long learners, productive and contributing citizens in diverse local and global communities.
 - B. Core Course completion requires a C only when designated (SOAR 1100, ENGL 1101, 1102 & 1103). A D grade in all others meets the outcome.
 - B. MUSI courses with less than three credits can be repeated, if applicable to meet Fine Arts outcome.

VI. Assessment of the Core Curriculum

1. Used the calendar for assessment of Core Curriculum provided by the Director of General Education to begin the review courses.

Core Curriculum Assessment Calendar

School Year Outcomes to be assessed

2021-2022 1. First Year Seminar

2021-2022 2. Written Communication

2022-2023 3. Oral Communication

2022-2023 4. Mathematics

2023-2024 5. Humanities with Critical Thinking

2023-2024 6. Fine Arts with Critical Thinking

2024-2025 7. Natural Science with Critical Thinking

2024-2025 8. Social Science with Critical Thinking

2025-2026 9. Citizenship

2025-2026 10. Global Awareness, Fitness & Wellbeing, Technology

2. Tested a draft Course Review Portfolio and Assessment Rubric process to assess the courses in the first two core curriculum outcomes (First Year Seminar and Written Communication).

3. Chair of General Studies Committee and General Education Director met over the summer with Core Curriculum coordinators and faculty to discuss core course assessment and review related to each course in their area under the first two core curriculum outcomes (First Year Seminar and Written Communication).

Ongoing and Future Projects:

Assessment

Policy development

Adding the Core Curriculum Approved Applications to the Senate Website (similar to Curriculum Proposals)

Communication Plan – Getting the word out on the Core Curriculum process

Associate Degree General Education requirements



Department of Humanities
1201 Locust Avenue • Fairmont, West Virginia 26554
Phone: (304) 367-4260 • Fax: (304) 357-4896
Jrobert.Baker@fairmontstate.edu

MEMORANDUM

TO: Faculty Senate

FROM: J Robert Baker *JRB*
Chair, Faculty Handbook Committee

DATE: 10 August 2022

RE: Common Book Committee Report

The Common Book Committee met on the third Thursday of each month during the 2021-2022 academic year. We reviewed a number of books suggested by members:

Being You: A New Science of Consciousness by Anil Seth
No "One Is Too Small to Make a Difference" by Greta Thunberg
Speed & Scale: An Action Plan for Solving Our Climate Crisis Now by John Doerr
What Luck This Life by Katheryn Schwillie
Honey from the Lion by Matthew Neil Null
The Ten Thousand Doors of January by Axi Harrow

In the end, the Committee chose *The Ten Thousand Doors of January* as a book that would appeal to students and be usable across the disciplines.

The Committee also arranged for a four-week faculty discussion of the book in June.



MEMORANDUM

TO: Faculty Senate

FROM: J Robert Baker *skb:z*
Chair, Faculty Handbook Committee

DATE: 10 August 2022

RE: Faculty Handbook Committee Report

The Faculty Handbook Committee met regularly during the 2021-2022 academic year. With the good help of the Provost, Dr. Dianna G. Phillips, the 2021-2022 Handbook was published electronically.

The Committee made a number of changes to the Handbook in preparing for the 2022-2023 edition. Rather than quote or paraphrase information WV Code, the WV Higher Education Policy Commission, and Fairmont State's Board of Governors' policies, we have provided links so that faculty have up-to-date information. We also removed information that applies to all employees and so, rightly in the Employee Handbook.

We would recommend again that the title of the Constitution of the Faculty of Fairmont State College (<https://www.fairmontstate.edu/facstaffresources/fsusenate/constitution.asp>) be updated to reflect our status as a university. This constitution is different from that of the Senate itself.

Throughout the last academic year, we had frank and respectful discussions.

Report to the Faculty Senate
2021-2022 Year-End Report

Committee Name: Presidential Perception Survey Committee

Chair: Charley Hively, Coordinator of Reference & Instructional Services

Important Dates:

- September 7 – Committee Meeting
 - September 23 – Committee Meeting
 - October 22 -- Presidential Perception Survey opens
 - November 1 (midnight) -- Presidential Perception Survey closes
 - November 9 – Committee Meeting
 - November 11 – Presidential Perception Survey results distributed to Faculty via email
 - March 18 -- Faculty Senate charges the Committee with creating and implementing a Campus Climate Survey
 - March 22 – Committee Meeting
 - April 6 – Faculty Campus Climate Morale Survey opens
 - April 18 (midnight) – Faculty Campus Climate Morale Survey closes
 - April 29 – Faculty Campus Climate Morale Survey distributed to Faculty via email
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Narrative:

During Fall 2021 term, the Faculty Senate charged the Presidential Perception Survey Committee with conducting its annual survey. The Committee met and determined that best practice dictated that it continue to utilize the survey previously developed and deployed by the committee. To ensure the confidence and anonymity of respondents, the committee determined that it needed the services of a third-party provider who could administer the survey online without the use of institutional processes and servers. Funding for the third-party survey administrator was provided by the Board of Governors. The committee considered a number of providers and selected the services of ThisPlaceWV as the most efficient, affordable and reliable means to administer the survey. ThisPlaceWV utilized its independent server to administer the survey through Survey Monkey, and returned the anonymized raw data to the committee.

The survey was open to all full-time faculty, excluding administration or those who had more than 50% administrative duties. The survey period covered a 10-day period, including two full weekends for faculty to respond. After the data was compiled and the comments aggregated, the survey's Likert-data was

distributed to Faculty via email and the commentary was sent **only** to the Executive Committee of the Faculty Senate, the Board of Governors, and to Dr. Mirta Martin. There was a 58% response rate for the survey.

In March, the Faculty Senate also charged this Committee with creating and implementing a Faculty Campus Climate and Morale survey to be completed before the end of the spring term. The Committee elected to use the same third-party vendor, ThisPlaceWV.com, to ensure the trust and anonymity of the survey respondents. Again, the Board of Governors provided the funding for the survey. The Committee met and created the survey using materials from publicly available surveys for both national businesses and academic institutions. All full-time faculty were eligible to complete this survey. The survey was made available to faculty for a 13-day period, including two full weekends. Once the data was compiled, the survey results were sent to the Executive Committee of the Faculty Senate, the Board of Governors, and Dr. Mirta Martin. There was a 61% response rate for the survey.

Respectfully submitted,

Charley Hively

Chair, Presidential Perception Survey

Faculty Campus Climate and Morale Survey

2021-2022

Committee on Admissions and Credits
Annual Report to the Senate
2021-2022

During the current academic year, including the summer, the committee conducted meetings and voted on four separate cases.

There was extensive discussion regarding the necessity of training for academic advisors, particularly regarding the core curriculum.

Respectfully submitted,

Brian Blackwood, PhD
Associate Professor of Mathematics
Chair, Committee on Admissions and Credits

Faculty Development Committee
Annual Report to the Senate
2021-2022

During the current academic year, the committee met monthly in the fall and more frequently during the spring. We focused on the following:

- 1) Worked with the Provost, Dr. Phillips, to solicit nominations for awards.
- 2) Reviewed nominations for annual awards to ensure eligibility in conjunction with HR.
- 3) Collected and reviewed award application materials, conducted classroom observations, and reviewed scores to determine award recipients as follows:
 - a. Boram Award for Teaching Excellence: Hugh Costello
 - b. Innovation in Teaching Award: J. Robert Baker
 - c. Faculty Recognition Award – Mark Flood
 - d. Excellence in Online Teaching Award: Janie Leary
 - e. Outstanding Adjunct – no nominations
- 4) Collected and reviewed proposals for the Falcon Grant and Faculty Development Grant, in conjunction with the Grant's Office, to determine the recipients as follows:
 - a. Falcon Grant: Mark Flood
 - b. Faculty Development Grant: Kelley Flaherty

Respectfully submitted,

Brian Blackwood, PhD
Associate Professor of Mathematics
Chair, Faculty Development Committee

**Report to the Faculty Senate
2021-2022 Year-End Report**

Committee Name: Faculty Harassment Complaint

Chair or Co-Chairs: Dr. Denice Kirchoff

Meeting Schedule: We did not meet as we were not called upon to discuss any cases.

Membership and Attendance (year-to date attendance record)

Name	Department or Administrative unit affiliation	Term End (if applicable)	Meetings Attended	Meetings Absent
No representation	Library			
No representation	HHP			
No representation	Math			
Matt Hokom/Aimee Richards	Liberal Arts	2021/2021		
No representation	Behavioral Sciences			
No representation	Business & Aviation			
Barbara Wierzbicki Virginia Delawder	Education	2021 2021		
No representation	Humanities			
No representation	Natural Sciences			
Denice Kirchoff/Jamie Toland	Nursing	2021/2021		
Mahmood Hossain Galen Hansen	Science and Technology	2022 2021		
	General Education Director	N/A		
	Provost Office Administrator	N/A		
	Registrar Office Administrator (?)			

Accomplishments (Items reviewed and submitted for approval to the Faculty Senate)

Ongoing and Future Projects: None

**Institutional Review Board
2021-22
Year-End Report**

I – Members:

- Chair: Joshua Smallridge Social Sciences 2022
- Janie Leary Behavioral Sciences 2022
- Joe Shaver Behavioral Sciences 2022
- Michael Ransom Behavioral Sciences 2022
- Tad Kato Behavioral Sciences 2022
- Zach Moore Behavioral Sciences 2022
- Amy Godfrey Business & Aviation 2023
- Raymond Alvarez Business & Aviation 2023
- Mahmood Hossain Computer Science & Mathematics 2022
- Julia Dos Santos Health & Human Performance 2023
- Kristy Henson Natural Sciences 2023
- Jamie L. Miller Natural Sciences 2023
- Laura Clayton Nursing 2023
- Theresa Jones Nursing 2023

II – Activities:

- A. The committee reviewed applications for approval to conduct research involving human subjects from individuals planning projects for school courses, and faculty working on individual or departmental research projects. For class wide student research projects each students proposal was reviewed individual but approval was sent to the instructor for the class.

Fall 2021 Approvals

1. Minimal risk approval given on 7/19/2022 for Robert Niichel, Jojo Joseph, and Abby Chapman. Approval number 2021/22-001
2. Minimal risk approval given on 9/17/2022 for Tavia Defazio. Approval number 2021/22-002
3. Minimal risk approval given on 9/17/2022 for Caitlyn Lampinen. Approval number 2021/22-003
4. Minimal risk approval given on 9/17/2022 for Angela Schmidl. Approval number 2021/22-004
5. Minimal risk approval given on 9/27/2022 for Abigail Harvath. Approval number 2021/22-005
6. Minimal risk approval given on 9/29/2022 for Brittiany Brumage. Approval number 2021/22-006

7. Minimal risk approval given on 9/30/2022 for Tad Kato, capstone class group 1. Approval number 2021/22-007
8. Minimal risk approval given on 9/30/2022 for Tad Kato. capstone class group 2. Approval number 2021/22-008
9. Minimal risk approval given on 9/30/2022 for Tad Kato. capstone class group 3. Approval number 2021/22-009
10. Minimal risk approval given on 9/30/2022 for Tad Kato, capstone class group 4. Approval number 2021/22-010
11. Minimal risk approval given on 9/30/2022 for Tad Kato. capstone class group 5. Approval number 2021/22-011
12. Minimal risk approval given on 9/30/2022 for Tad Kato, capstone class group 6. Approval number 2021/22-012
13. Minimal risk approval given on 9/30/2022 for Tad Kato, capstone class group 7. Approval number 2021/22-013
14. Minimal risk approval given on 10/10/2022 for Taylor Kennedy, Julia Dos Santos. Approval number 2021/22-014
15. Minimal risk approval given on 10/27/2022 for Douglas Lecorchick. Approval number 2021/22-015
16. Minimal risk approval given on 11/01/2022 for Laura Burns, Zachariah Moore. Approval number 2021/22-016

Spring 2022

1. Minimal risk approval given on 1/28/2022 for Mychaela Antill, Adam Kolberg, and Christy Haney. Approval number 2021/22-017
2. Minimal risk approval given on 1/28/2022 for Zachariah Moore, Alessa Ash. Approval number 2021/22-018
3. Minimal risk approval given on 2/8/2022 for Alyssa Lester. Approval number 2021/22-019
4. Minimal risk approval given on 2/8/2022 for Pricilla Richmond. Approval number 2021/22-020
5. Minimal risk approval given on 2/8/2022 for Olivia Hook. Approval number 2021/22-021
6. Minimal risk approval given on 2/8/2022 for Alexis Hudson. Approval number 2021/22-022
7. Minimal risk approval given on 2/8/2022 for Spencer DeLawder. Approval number 2021/22-023
8. Minimal risk approval given on 2/8/2022 for Janie Leary. Renewal approval number 2021/22-024
9. Minimal risk approval given on 2/23/2022 for Samantha Bickerstaff. Approval number 2021/22-025
10. Minimal risk approval given on 2/17/2022 for Janie Leary, CHEP 3345 class. Approval number 2021/22-026

11. Minimal risk approval given on 2/17/2022 for Janie Leary, Barbara MacLennan, Zachariah Moore. Approval number 2021/22-027
12. Minimal risk approval given on 2/17/2022 for Janie Leary, CHEP 1100 class. Approval number 2021/22-028
13. Minimal risk approval given on 3/7/2022 for Austin Saltis. Approval number 2021/22-029
14. Minimal risk approval given on 3/7/2022 for Majester Abdul-Jalil. Approval number 2021/22-030
15. Minimal risk approval given on 3/7/2022 for Kayla Sydney. Approval number 2021/22-031
16. Minimal risk approval given on 3/16/2022 for Zachariah Moore – Capstone Course – Abigail Harvath, Maddy Harrah, Madison Varney, Hannah Watkins. Approval number 2021/22-032
17. Minimal risk approval given on 3/16/2022 for Ja Zach Moore – Capstone – Bayley Wellings, Mckenzie Brown, Britney Jahnsen, Zsofi Bevardi and Laura Burns. Approval number 2021/22-033
18. Minimal risk approval given on 3/16/2022 for Zach Moore – Capstone – Meghan Allen, Abigail Woofter, Tiffany Peters, Karlee Mano, Cheyenne Shuman. Approval number 2021/22-034
19. Minimal risk approval given on 3/28/2022 for Caomi Fitz. Approval number 2021/22-035
20. Minimal risk approval given on 4/08/2022 for Zsofi Bevardi and Dr. Nina Slota. Approval number 2021/22-036
21. Minimal risk approval given on 4/26/2022 for Janie Leary and Elizabeth Williams. Approval number 2021/22-037
22. Minimal risk approval given on 4/28/2022 for Hannah Hudson. Approval number 2021/22-038

Meetings

All IRB submissions for this academic year were submitted under the exempt or expedited review category. This allowed the IRB to complete its work mostly over email. Over 90% of the proposals were submitted and approved under the exempt category. Meetings were held at the end of each semester to discuss the work done over that semester.

1. 11/18/21
2. 05/06/22

International Education Committee Report 2021-2022

Committee members:

Teter, Donald
Dos Santos, Julia
Hansen, Galen
Park, Hyeyeon
Hokom, Matthew
Weekley, Jim
Hossain, Mahmood
Walck, Lindsey
Guglani, Laura
Gurash, Dan
MacLennan, Barbara
Freeman, Philip
Ahmed, Areej

Meeting dates:

Second Tuesday of each month at 12:30pm

Accomplishments, issues:

The committee identified three primary areas of focus and questions and goals related to each:

1. Study Abroad
2. International Partnerships
3. Recruitment/support/ESOL classes/programming for International students on campus

We met with Ken Fettig, Vice President for Student Success, who briefed us on his goals and directions for International Education at Fairmont State:

- a. Increasing international student population and new enrollments (down due to lack of leadership/director and also pandemic). 19-21 international students now.
- b. Improve the current experience at Fairmont State (retention).
- c. Study Abroad: increase
- d. International Partnerships

Several members of the International Education Committee participated in the EPICS Director search, which is still ongoing.

Recommendations:

Our work this year has been limited, due to the travel ban and lack of an EPICS Director. Our recommendation is that the travel ban be lifted and an EPICS Director hired, so that International Education can return to its pre-pandemic levels and continue to grow at Fairmont State.

**SENATE PERSONNEL COMMITTEE REPORT
ACADEMIC YEAR 2021-2022**

Members: Prof. Matthew Hokom, Chair, Professor Galen Hansen, Professor Kirk Morpew, Professor Charles Shields, Professor Fran Young

Committee Business: The committee was charged with considering applications for promotion to the rank of associate professor, promotions to the rank of professor, and applications for tenure. The committee recommended promotion and tenure in all instances and made recommendations to the President of the University through the Provost.

With the Provost's agreement to again fund sabbaticals, the committee was pleased to award two of them.

The 2021-2022 year brought a new *Faculty Handbook* with a changed process to apply for emeritus status. Applications will need to be submitted according to this new process and the Personnel Committee expects to review many such applications in 2022-2023.

Finally, the Personnel Committee worked with the Provost to make the Tenure and Promotion process as clear, equitable, and efficient as possible.

If you have questions or need more information, please let me know.

Collegially,

Dr. Matthew Hokom
Dept of English
319 Jaynes Hall
304-367-4086



Student Financial Aid Appeals Committee

2021-2022 Annual Report

2021-2022 Members:

Chair: Brian Blackwood Computer Science & Mathematics 2022

Kylie Ford Architecture, Art, & Design 2022

Rebecca Giorcelli Business & Aviation 2023

Keisha Kibler Education 2022

J. Robert Baker Humanities 2023

Angela Schwer Humanities 2023

Theresa Jones Nursing 2023

Robin Payne Social Sciences 2023

Tresa Weimer - Executive Director of Student Support Services – ex-officio

Statement of Activities:

The Student Financial Aid Appeals Committee meets on an as-needed basis as directed by The Director of Financial Aid or their appointee. The Student Financial Aid Appeals Committee met and heard one appeal during Fall 2021.

Respectfully submitted,

Brian Blackwood, PhD

Associate Professor of Mathematics

Chair, Student Financial Aid Appeals Committee

Technology Committee
2021-22
Year-End Report

I – Members:

- Chair: Joshua Smallridge Social Sciences
- Robert Kelly Architecture, Art, & Design
- Katie Sickman Architecture, Art, & Design
- Zach Moore Behavioral Science
- Cliff Jackson Business & Aviation
- Tom Cutcha Computer Science & Mathematics
- Valerie Morphew Education
- Hugh Costello Engineering Technology
- Rick West Heath & Human Performance
- Deborah Nestor Humanities
- Tom Chiba Library
- Kristy Henson Natural Science
- Tina Reed Nursing
- Leia Bobo Nursing
- Theresa Jones Nursing
- Traveis Wamsley Nursing

Activities

Developed a survey to examine faculty technology needs and to gather information. Most of the work to develop the survey was done anachronously over email. The survey was administered using Qualtrics during October of 2021. The committee then met to review the results of the survey and sent it to the senate. Most of the work was finished over email.

Meetings

1. 10/26/22

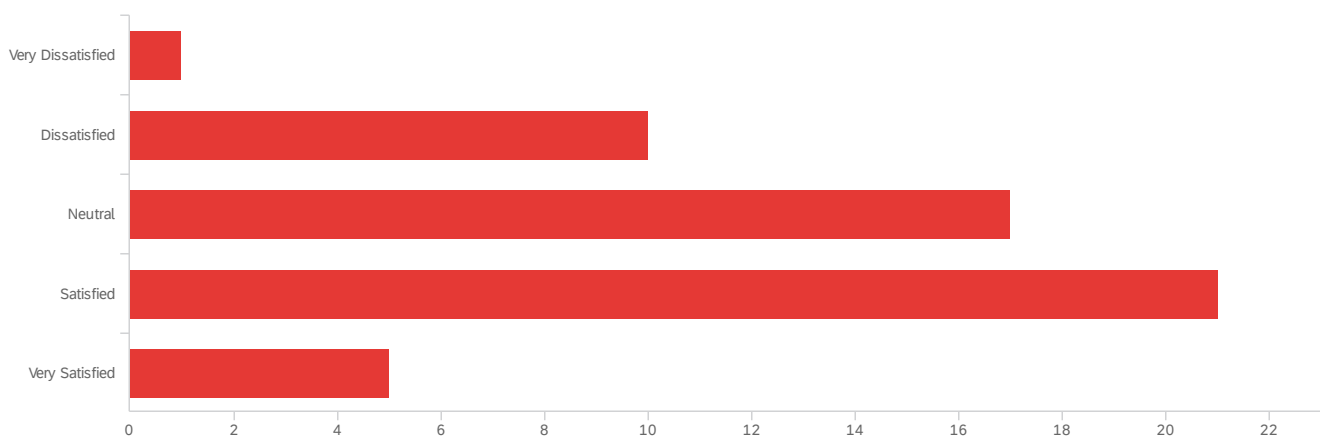
Default Report

Technology Survey Fairmont State

October 25, 2021 4:05 AM MDT

Q11 - How satisfied are you generally with Fairmont State's use of technology to facilitate

learning during the COVID-19 pandemic?

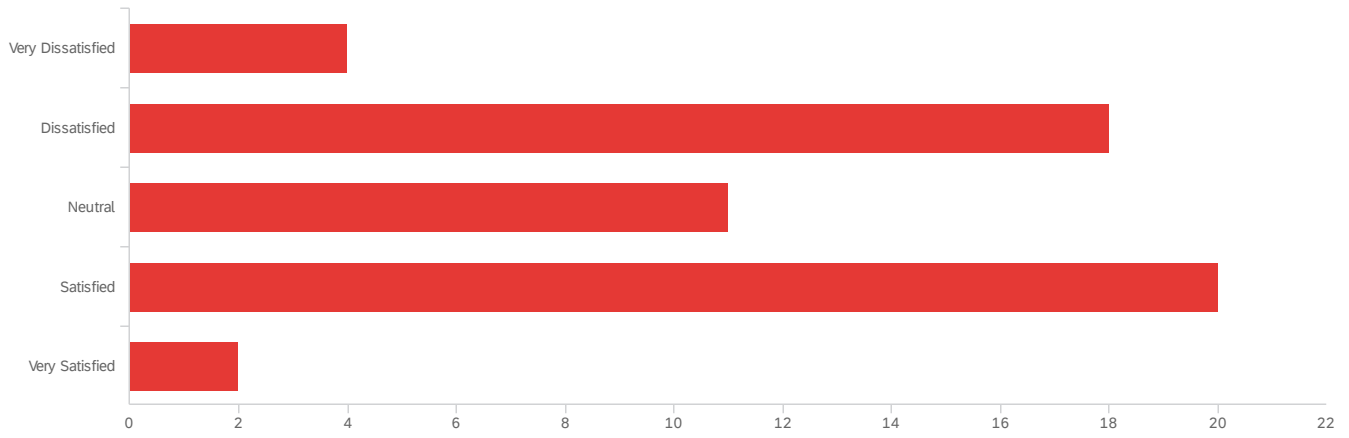


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you generally with Fairmont State's use of technology to facilitate learning during the COVID-19 pandemic?	1.00	5.00	3.35	0.95	0.89	54

#	Field	Choice Count
1	Very Dissatisfied	1.85% 1
2	Dissatisfied	18.52% 10
3	Neutral	31.48% 17
4	Satisfied	38.89% 21
5	Very Satisfied	9.26% 5
		54

Showing rows 1 - 6 of 6

Q12 - How satisfied are you with digitally enhanced strategies employed by Fairmont State (i.e. live streaming of lectures)?

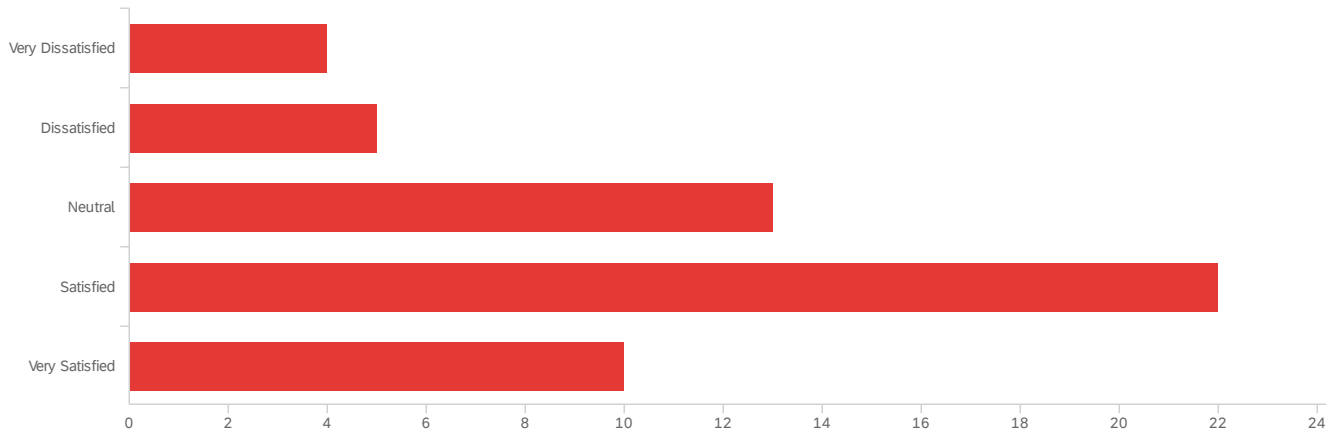


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with digitally enhanced strategies employed by Fairmont State (i.e. live streaming of lectures)?	1.00	5.00	2.96	1.06	1.13	55

#	Field	Choice Count
1	Very Dissatisfied	7.27% 4
2	Dissatisfied	32.73% 18
3	Neutral	20.00% 11
4	Satisfied	36.36% 20
5	Very Satisfied	3.64% 2
		55

Showing rows 1 - 6 of 6

Q13 - How would you rate your satisfaction with Cisco Webex for video conferencing in general?

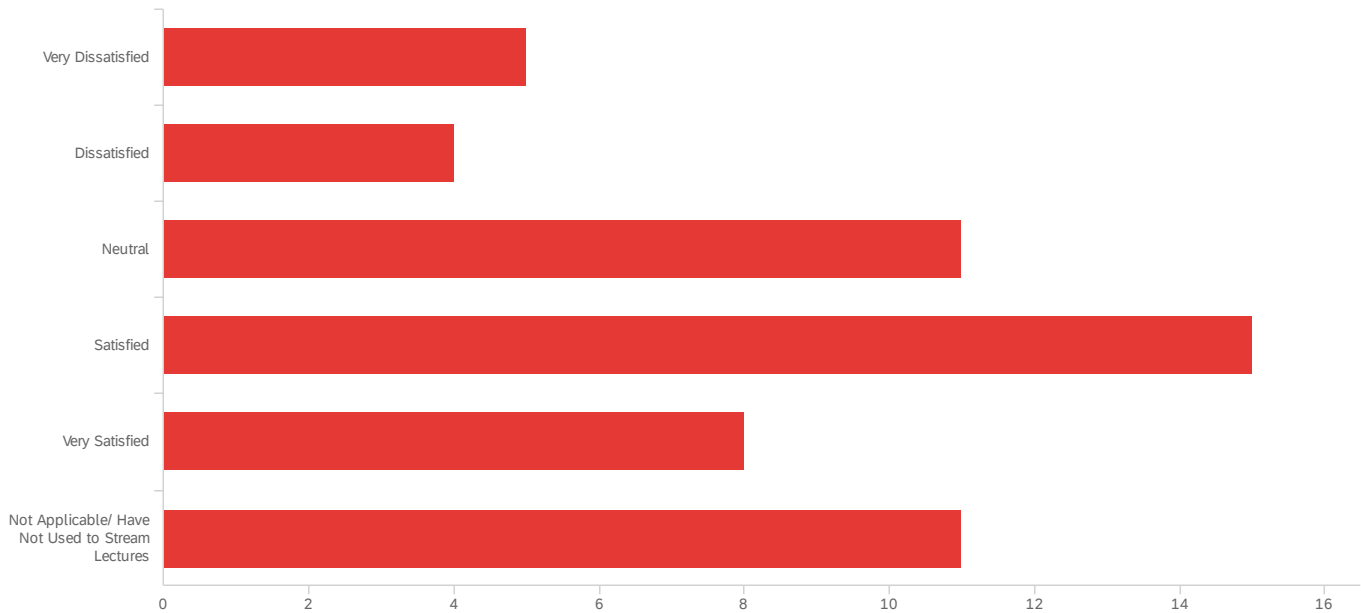


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your satisfaction with Cisco Webex for video conferencing in general?	1.00	5.00	3.54	1.12	1.25	54

#	Field	Choice Count
1	Very Dissatisfied	7.41% 4
2	Dissatisfied	9.26% 5
3	Neutral	24.07% 13
4	Satisfied	40.74% 22
5	Very Satisfied	18.52% 10
		54

Showing rows 1 - 6 of 6

Q15 - How would you rate your satisfaction with Cisco Webex for live streaming lectures?



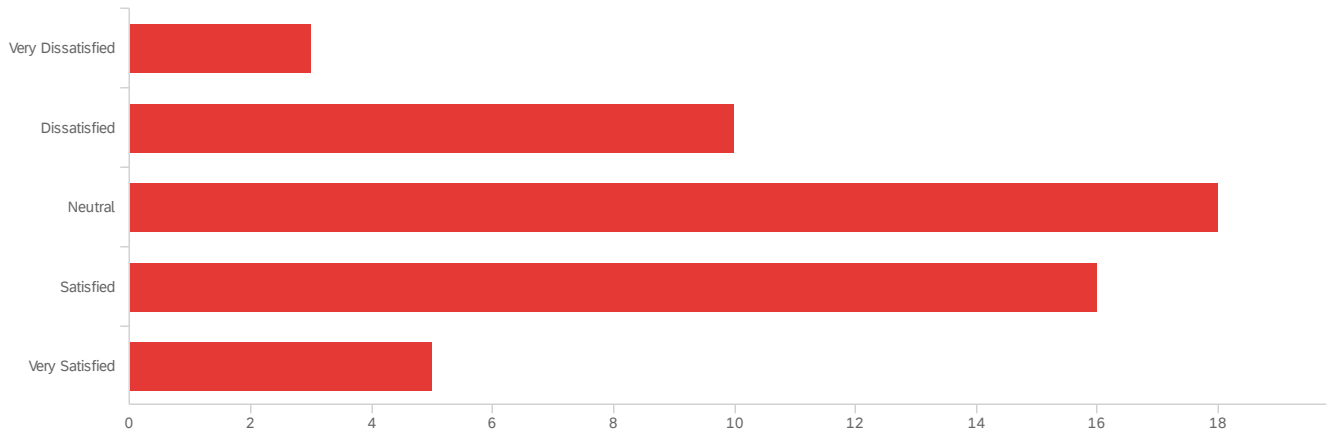
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your satisfaction with Cisco Webex for live streaming lectures?	1.00	6.00	3.93	1.51	2.29	54

#	Field	Choice Count
1	Very Dissatisfied	9.26% 5
2	Dissatisfied	7.41% 4
3	Neutral	20.37% 11
4	Satisfied	27.78% 15
5	Very Satisfied	14.81% 8
6	Not Applicable/ Have Not Used to Stream Lectures	20.37% 11

54

Showing rows 1 - 7 of 7

Q14 - How would you rate your satisfaction with Microsoft Teams for video conferencing in general?

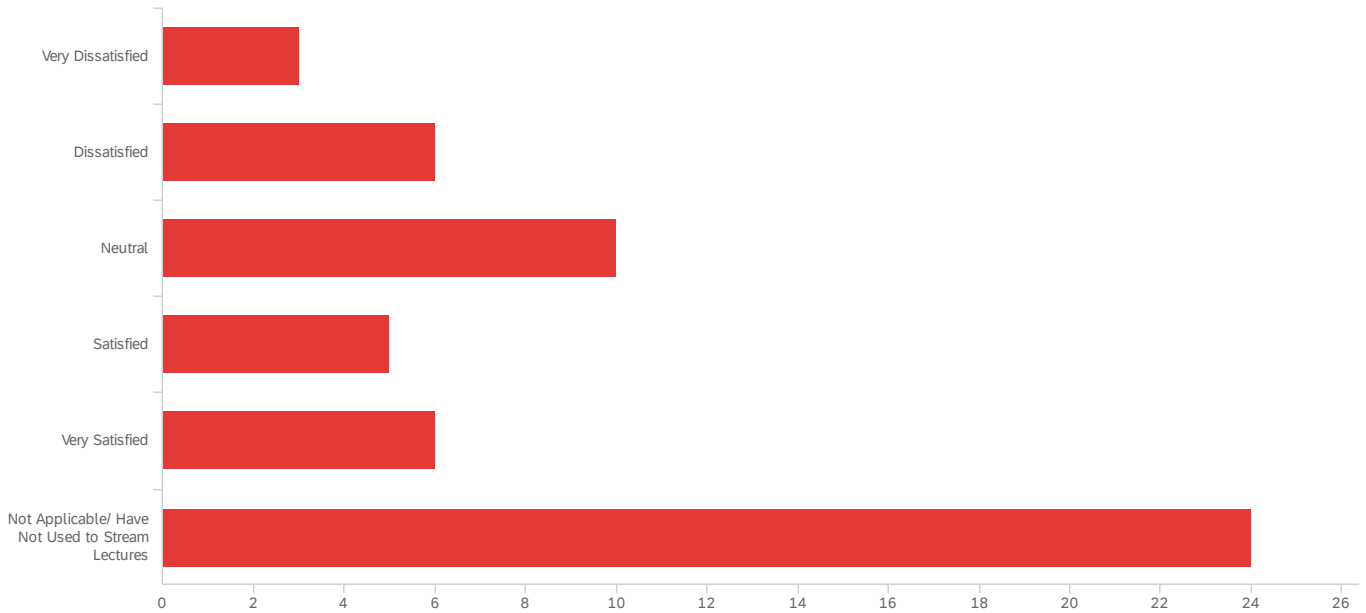


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your satisfaction with Microsoft Teams for video conferencing in general?	1.00	5.00	3.19	1.04	1.08	52

#	Field	Choice Count
1	Very Dissatisfied	5.77% 3
2	Dissatisfied	19.23% 10
3	Neutral	34.62% 18
4	Satisfied	30.77% 16
5	Very Satisfied	9.62% 5
		52

Showing rows 1 - 6 of 6

Q16 - How would you rate your satisfaction with Microsoft Teams for live streaming lectures?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your satisfaction with Microsoft Teams for live streaming lectures?	1.00	6.00	4.43	1.68	2.84	54

#	Field	Choice Count
1	Very Dissatisfied	5.56% 3
2	Dissatisfied	11.11% 6
3	Neutral	18.52% 10
4	Satisfied	9.26% 5
5	Very Satisfied	11.11% 6
6	Not Applicable/ Have Not Used to Stream Lectures	44.44% 24

Q17 - What problems/challenges have you encountered with digital enhanced lecture strategies (i.e. live streaming) at Fairmont State during the COVID-19 pandemic?

What problems/challenges have you encountered with digital enhanced lecture...

It limits my ability to move around the classroom

All online should be fine. However, live streaming restricts interaction with students in the classroom in a hybrid model.

Using livestreaming technology has drawbacks. Upon entering the classroom, one has to "set-up" and if all goes well this is 5 minutes. Afterwards, one also has the "take-down" and this is another 2-5 minutes. Then there is the work of downloading/posting which can take that much time again. So already, just the technology generally adds 20+minutes to each lecture. That is if the technology is working perfectly. There are times when the technology hangs or drops or doesn't recognize the microphone or other technology and sometimes this means restarting the machine or other trouble shooting.

In the beginning, I did not know how to run the technology. The training we were given was not hands-on and we had to work with each other to learn how to do Webex. Trainings should be hands-on where we actually get to use the product with each other, not receive a lecture about the capabilities.

WebEx crashing/freezing during session, camera does not show a good angle

The requirement to livestream has an adverse affect on attendance. It also makes in-class discussions very difficult -- students who are attending online often have difficulty hearing their classmates/questions or comments and it is difficult for professors to try to teach to the people in the classroom while also attending to the people who are attending via livestream.

While I haven't lectured per se (I don't teach classes which use lecture as teaching mode), I have used WebEx to allow students to attend remotely. I mostly feel that students online do not pay attention (in some cases, they are not even present) and do not access the information effectively. Trying to accommodate both in-class and online students with assignments that work equally well across platforms has been challenging. Trying to accommodate online students when they decide at the last minute to attend remotely has been a big fat pain in the a** and I've stopped doing it.

I have not encountered technical issues reagrding streaming, only pedagogical challenges

inability to simultaneously have an "in-person class" with effective streaming; last year I sat at a document camera all year so the in-person component was far less engaging (reflected by the attendance), this year i am standing at the board as usual and now the recordings suck (but attendance is way up from last year) -- if we are to record and stream we need better hardware

The most difficult problem was hosting a class in person AND online. The classroom technology does not enhance the experience of the learner.

Difficult to understand at the beginning - works fine now.

Since we do not have motion activated cameras and fully miked classrooms, professors are trapped within a certain radius of the computer's webcam and mike. Furthermore, some classrooms have the computer at the back of the classroom, away from the whiteboard/blackboard, which means not using it. It's a terrible situation. I am all for livestreaming and recording my classes, but this is not a good way to do it.

The currents students like live streaming, because they do not have to be accountable. They are not focused during class. Video camera does not stay on and it is difficult to get them to participate. I was under the impression that live streaming was only for student who are quarantining as a result of COVID. If this is the case, it needs to be upheld across all courses.

Students not knowing how to get their cameras and microphones to work

What problems/challenges have you encountered with digital enhanced lecture...

Extremely difficult to both live stream and have live students in the classroom. Recording class meetings for later asynchronous viewing by students would be much preferred.

Cameras needing located in optimal points and directed toward the instructor or whiteboard vs a sideshot and inability to see notes/board

Audio settings in certain classrooms do not work for all applications. For example, when switching between microphone and internal audio (optimized for video and audio in the streaming application), the computer audio settings (for the machine itself) must be adjusted because sometimes the sound plays online but not in class, and sometimes it plays in class but not online. Also, any interaction with students (other than in hiflex rooms) often takes up double the typical time as instructors often have to repeat questions and comments raised in the room or in the chat.

I prefer using my mac

I try to not use TEAMS. Problem is class if virtual students cannot hear F2F discussions and repeating everything that is said in the classroom takes too long and disrupts to flow of class.

Different classrooms had different "looks" in regards to technology. Logging in or having students present from a remote location was sometimes a problem.

It is almost impossible to include online students in group activities with face-to-face students.

Cannot access WebEx at all... have to rely on Teams only

when using Microsoft Teams once you share your screen so that students can see the powerpoint or whatever else you are showing, you can no longer see the video of the students who are in the meeting

Technology was great but issues were specific to some classrooms

I'm remote, so I don't have to do the dance here between students-in-the-seat and online students. At my old school, I did do it occasionally, and it was complicated, even though that school had better tech--multiple cameras and speakers throughout the room.

Sometimes there are problems for unknown reasons regarding sound and/or video.

Webex recordings can't be replayed (at least in the classroom's computers I tried).

Disconnections, poor audio

The limited range of the camera and microphone. With a lavalier mic, it's a little better, but having to switch between speakers if I'm showing any kind of media in class is frustrating.

N/A

None outside of a to-be-expected learning curve

Faculty not capable of using the equipment

Issues with audio in the classrooms.

Sound is an absolute nightmare even with the new microphone enhancers, and student complain all the time about mis-interruptions in their WiFi feed.

What problems/challenges have you encountered with digital enhanced lecture...

Utilizing Microsoft Teams is the easiest approach however ability to download or save the video can be tricky. At first it also did not take attendance, but in recent updates has.

Bandwidth. Sound

None

Q18 - What do you think could be improved regarding technology use in response to COVID-19 at Fairmont State?

What do you think could be improved regarding technology use in response to...

WebEx gives me more problems than Zoom, so I end up using that even though it's not provided by Fairmont State.

Touch screen computers would help.

Whenever training is given, it must be hands-on. Without actually using the technology, one doesn't understand the uses and shortfalls of each type of technology. Working with others while having this hands on training allows us to share those things we learn along the way. Since almost all meetings are virtual, we really have a difficult time sharing this knowledge.

The math department is going to need funds to continue with the use of Crowdmark for grading homework. Our grant money runs out May 2022. We will need help with funding for the 22-23 school year. this has also reduced our paper costs immensely.

Cameras in the classroom that are at an appropriate angle so online students can see (and it not be inverted).

If livestreaming will remain a requirement moving forward, better microphones in the classroom would help as would better webcam capabilities. It would be ideal if there could be one webcam set up for the professor but another set up so that students online can also see (and hear) what is happening in the classroom.

Create clear guidelines with the input of faculty across disciplines.

cameras that can capture the whole whiteboard for math classes

I thought the training and support was appropriate given the scenario.

More training

Mike the classrooms so that livestreaming picks up student responses, have motion activated video cameras separate from computers.

I think that FSU is on the right path, however, there needs to be multiple evaluations to determine the success or and adjustment needs.

Better technology in the classroom regarding camera mobility and microphones that are able to allow all students to feel engaged.

Better or more cameras (instructor, board, and class), better microphones, easy to access and use doc cameras.

What do you think could be improved regarding technology use in response to...

The software and hardware updates have all been useful (eventually), however deployment, management, and training has been woefully inadequate. On several occasions, major changes have been sudden, unannounced, and detrimental to the flow of learning. I recall several instances when BB, MyFairmontState, Banner, and/or other essential tools were altered at critical times within a term - without prior notice from IT. Furthermore, in several of these cases, post-problem notifications were sent indicating that what was done was planned - but very minimal support was provided. At times, solutions to the 'expected' problems were provided AFTER significant work on my part (while waiting for a response from IT) to figure out a workaround so I could continue teaching classes and advising students. I realize that IT is understaffed and overworked, but a simple email BEFORE a major change would go a long way. Additionally, having a long-term plan (shared with Faculty, Staff, and Students) that deploys software/hardware updates ONLY at times when it will not impact flow of everyday duties would be very useful. I certainly understand that emergency changes require exception, but it seems like it reactivity has been the rule whereas proactivity has been the exception. In the past 3 years (even before the pandemic), major changes to BB occurred in the middle of an ongoing term, a switch from one vendor to another occurred right before advising/registration, systems have been down for "planned maintenance" during grading periods, and the list can go on. Most of these were either unannounced, announced right before they occurred, or announced after the damage was already done. Each of these comes with major disruptions to the flow of education. Yet, when ways to deal with the potential issues were provided, it was very clear that IT knew common technical problems and solutions, but they had very limited understanding of the practical problems and solutions for students, Faculty, and Staff at critical times in the semester. I believe IT should FULLY disclose plans to faculty and staff in a timely manner, pilot all major changes before full deployment whenever possible, and TRULY listen to and employ the feedback that faculty and staff offer.

Options for mac

Better cross-platform collaboration options, especially F2F and virtual

I think a laptop should be provided to all faculty.

Respond and follow up on requests to fix issues. I sometimes takes months to get an issue resolved and escalation to higher authority. Very frustrating

Technology should not be an excuse not to attend class; it became a crutch for students

Communication. I got three emails from students last night telling me they couldn't submit homework because something was down. They each assumed it was just THEM. Therefore, I lost 10 minutes today on those 3 emails. Tech Commons needs a way to inform campus if an outage lasts over 30 minutes. It should be through school email and/or on the front page of the school website, just like snow days are.

Not sure

pick on platform to stream on and make all faculty and adjuncts use that platform. It is ridiculous to make students use more than one different platform.

Better instruction on the use of these technologies. IT does not offer quality training.

See above.

No Idea

We need more techs to support the technology

Faculty need to learn how to use

Multiple cameras in classrooms so that faculty don't have to stand right in front of computer during entire lecture.

Instead of hiring so many app developers we should invest in better overall info structure, like enhancing the general WiFi strength on campus.

I think the university responded in the cheapest way possible and for faculty it made it even harder to adapt. I think the overall universities lack of forcing departments to utilize blackboard also created additional things for those utilizing the LMS. Overall I think blackboard is a terrible LMS compared to other platforms like canvas.

What do you think could be improved regarding technology use in response to...

I think we could take Covid out of the equation and just do a good job

Instructor stations consistent across campus.

Q19 - Please use this space to provide any additional comments.

Please use this space to provide any additional comments.

Everything takes us 50% longer than before we used the livestreaming technology. Not as much business can be conducted in a virtual meeting as in a meeting face-to-face and as such, much work/information is not completed/passed along in as timely a manner.

I am very satisfied with the technology that I am using for instruction, but only because my colleague and I wrote a grant to get technology that can be used to write math concepts on a Mimio device - either a bar in the classroom or a MimioPad during webex meetings. If we had not gotten the HEPC Course Enhancement grant, the teaching math digitally during COVID-19 would have been a disaster. We also purchased Crowdmark which allows us to grade homework digitally.

IT deserves a HUGE thank you for responding quickly to technology problems in classrooms!

streaming requirements must stop once the pandemic passes without giving us good technology to do it -- to require it moving forward requires true investment in the technology that I don't believe there is political will here to pursue

Tech Commons and IT have been very responsive during this time.

Students are having a great deal of trouble accessing WebEx on their personal computers. Zoom would be so much better.

I know that these last 2 years have been difficult. The more virtual we do, the students are expecting it and appear to be doing less. More time is invested outside the classroom for student learning, because the opportunity virtually is not embraced. The imbalance can be unfair to students and staff.

The IT dept is very helpful and courteous, although at times they may be overwhelmed and hence an immediate response/corrective need may not be available/provided

Thank you for the opportunity to provide feedback!

PLEASE get Jeff more help. He is amazing at his job but I am afraid he will leave due to burnout!

It was not easy for any of us, faculty, students, administration. For faculty, we had to basically teach an online class and a podium class at the same time. That said, it is understandable, given the circumstances. We all got better at technology during the pandemic. Still, I would prefer we continue to emphasize face to face classes.

Students often lack technology on their end to benefit... e.g., sign in from a phone versus sitting at a work area; not turning cameras on; not turning speakers on... mostly signing in as if they were in class.

Another minor annoyance is that the techies will answer what they assume is the help desk question and then IMMEDIATELY close the ticket, without asking us if they understood our question and we understood and could successfully implement their solution. Often, those follow-ups after closed tickets get lost. I'm still waiting for one from 2 weeks ago. I figured it out myself, but it would have been nice to hear back, and get confirmation that my solution was the best option. There's another one I sent into the void at the start of the school year; it's week 10 and I never heard back. These annoyances and lack of communication build up over time and lead to the faculty perception that Tech Commons is mismanaged and yet another stressor in our lives. Yes, faculty do appreciate the tech assistance from specific individuals, but the lack of communication and mismanagement of tickets color everything.

Sometimes another user of the classroom makes changes to the computer/A/V setup that screw things up.

Tickets that involve Blackboard take far too long to be answered and resolved. Weeks go by before there is even a response from IT.

Don't always blame the technology for lack of knowledge

Please use this space to provide any additional comments.

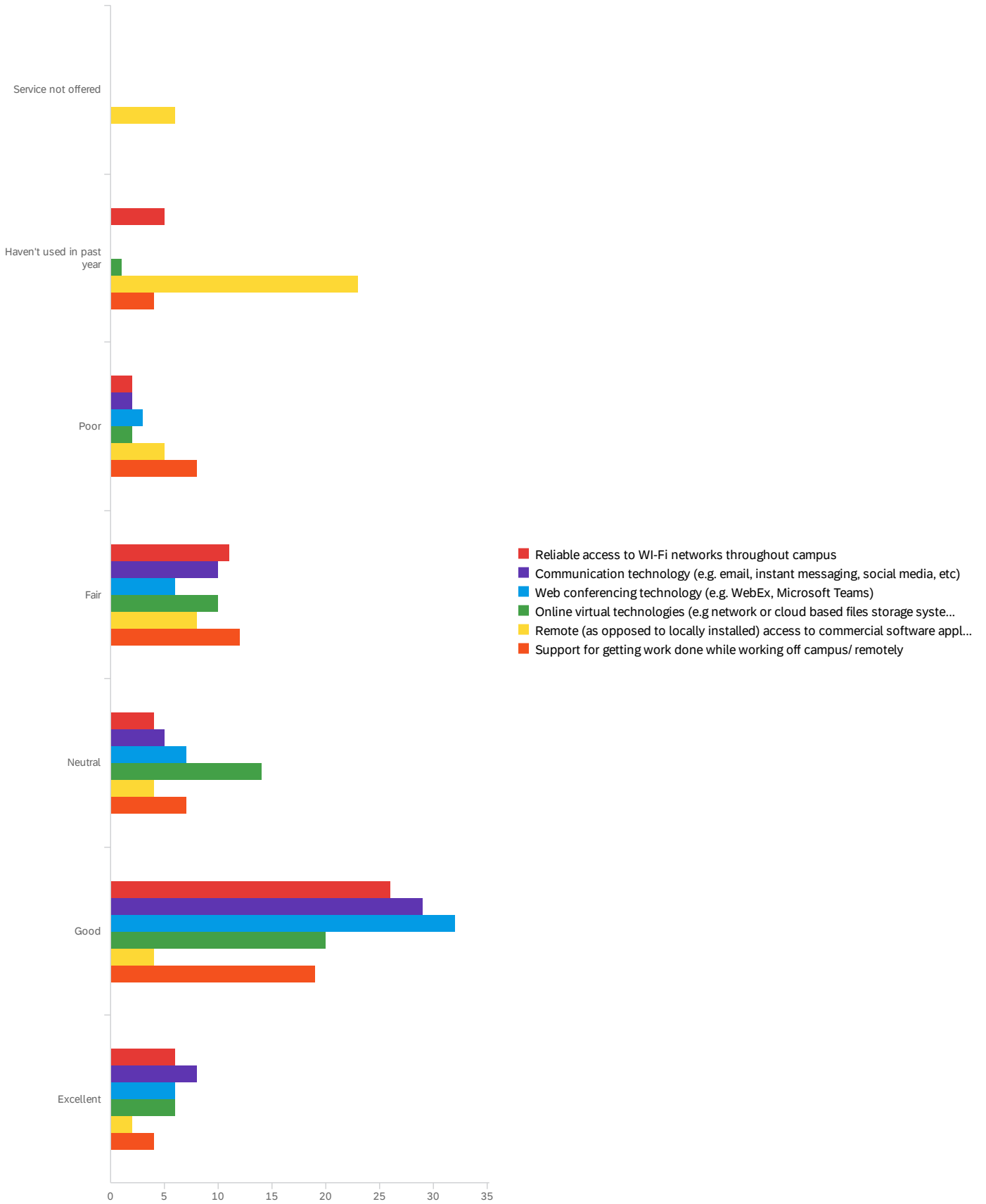
Implementation of Blackboard changes the first week of class and at midterm were very poorly timed.

Plan to implement interface updates any week but midterm week, and notify people when banner is down for multiple hours during advising for Spring term.

Doing a blackboard update in the middle of a semester is disrespectful to faculty and to students who pay for an education. Additional barriers created were unnecessary. Thank you to Jeff and his team for always being willing to help and going above and beyond.

It would be nice if the system didn't time out and crash

Q1 - Thinking about the past year, please rate your experience with the following technology-enhanced connection and communication resources provided by Fairmont State University.



Field Minimum Maximum Mean Std Deviation Variance Count

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Reliable access to WI-Fi networks throughout campus	2.00	7.00	5.15	1.45	2.09	54
2	Communication technology (e.g. email, instant messaging, social media, etc)	3.00	7.00	5.57	1.06	1.13	54
3	Web conferencing technology (e.g. WebEx, Microsoft Teams)	3.00	7.00	5.59	1.01	1.02	54
4	Online virtual technologies (e.g network or cloud based files storage system, web portals)	2.00	7.00	5.28	1.12	1.26	53
5	Remote (as opposed to locally installed) access to commercial software applications (e.g. MATLAB, SPSS, etc)	1.00	7.00	3.02	1.63	2.67	52
6	Support for getting work done while working off campus/ remotely	2.00	7.00	4.76	1.44	2.07	54

#	Field	Service not offered	Haven't used in past year	Poor	Fair	Neutral	Good	Excellent
1	Reliable access to WI-Fi networks throughout campus	0.00% 0	9.26% 5	3.70% 2	20.37% 11	7.41% 4	48.15% 26	11.11% 6
2	Communication technology (e.g. email, instant messaging, social media, etc)	0.00% 0	0.00% 0	3.70% 2	18.52% 10	9.26% 5	53.70% 29	14.81% 8
3	Web conferencing technology (e.g. WebEx, Microsoft Teams)	0.00% 0	0.00% 0	5.56% 3	11.11% 6	12.96% 7	59.26% 32	11.11% 6
4	Online virtual technologies (e.g network or cloud based files storage system, web portals)	0.00% 0	1.89% 1	3.77% 2	18.87% 10	26.42% 14	37.74% 20	11.32% 6
5	Remote (as opposed to locally installed) access to commercial software applications (e.g. MATLAB, SPSS, etc)	11.54% 6	44.23% 23	9.62% 5	15.38% 8	7.69% 4	7.69% 4	3.85% 2
6	Support for getting work done while working off campus/ remotely	0.00% 0	7.41% 4	14.81% 8	22.22% 12	12.96% 7	35.19% 19	7.41% 4

Showing rows 1 - 6 of 6

Q2 - Is there anywhere on campus where you would like to see wireless access enhanced or expanded.

Is there anywhere on campus where you would like to see wireless access enh...

Falcon Center cell phone access can be hard to use

College of Nursing - one of the instructor for LPN says she cannot use her laptop wirelessly because it drops signal. She always has to be hard wired.

NA

Classrooms. It gets bogged down when students have to use their laptops and the system is already overloaded with phones being connected.

All classrooms in Hardway!

football field

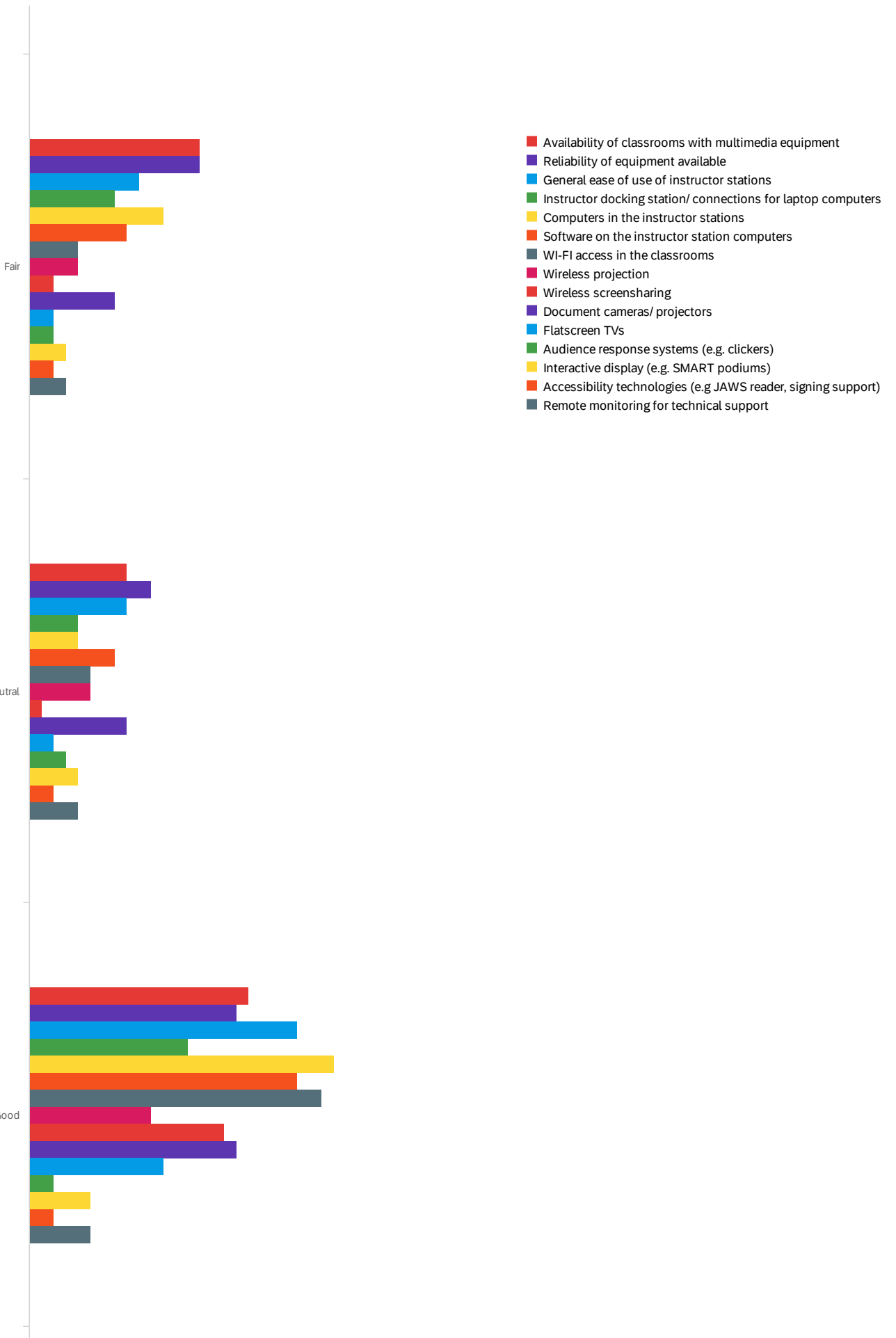
I think the wireless access is fine.. it's what you use to access them that is the problem.

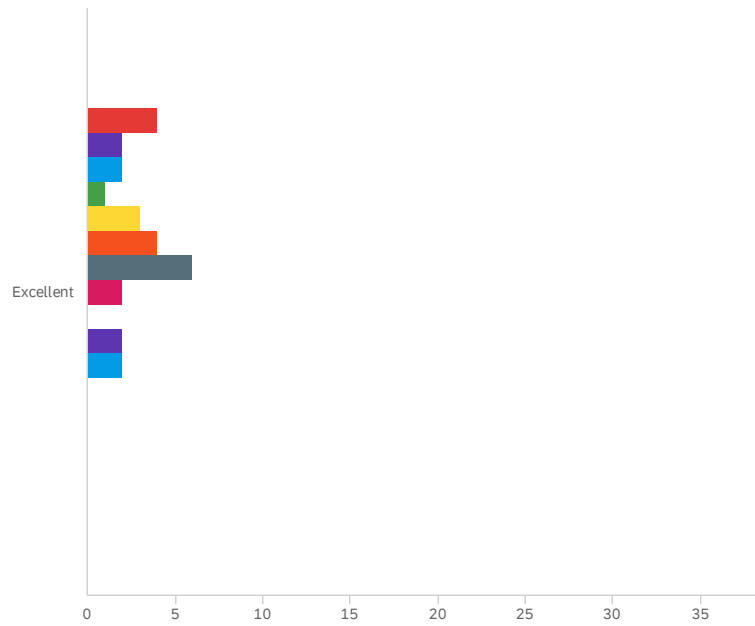
The dorms were having issues early in the semester. I don't know if that got fixed.

Hunt Haught Hall

O

Tickets stay open for ever, we have had faculty retire and return to serve as adjuncts and they lost their blackboard access to never have it returned





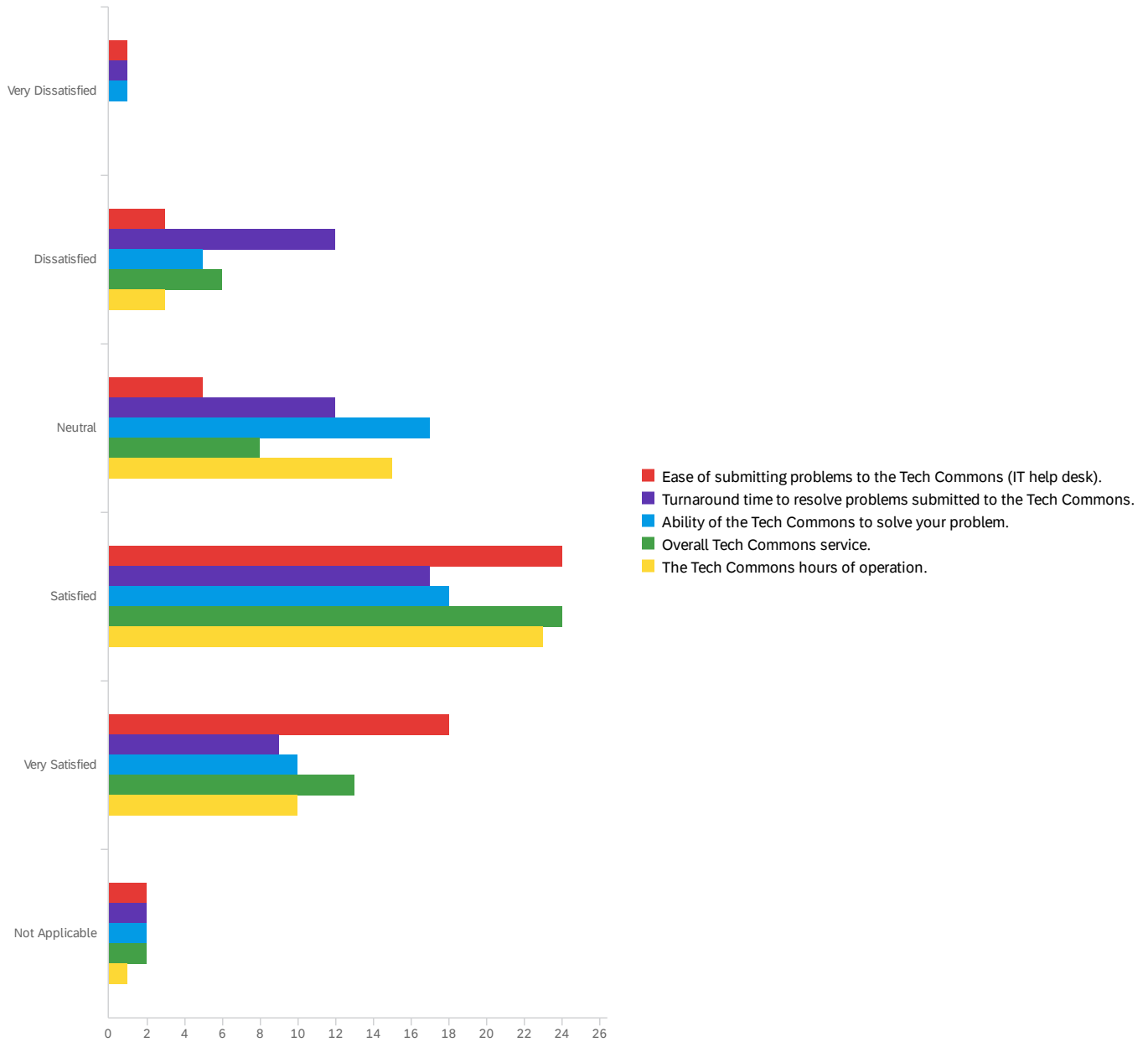
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Availability of classrooms with multimedia equipment	2.00	7.00	4.83	1.36	1.84	53
2	Reliability of equipment available	1.00	7.00	4.68	1.34	1.80	53
3	General ease of use of instructor stations	1.00	7.00	4.77	1.45	2.10	53
4	Instructor docking station/ connections for laptop computers	1.00	7.00	3.57	1.82	3.30	53
5	Computers in the instructor stations	1.00	7.00	4.90	1.53	2.36	52
6	Software on the instructor station computers	1.00	7.00	4.83	1.63	2.64	52
7	WI-FI access in the classrooms	2.00	7.00	4.96	1.61	2.60	53
8	Wireless projection	1.00	7.00	3.33	1.94	3.76	52
9	Wireless screensharing	1.00	6.00	3.27	2.00	4.00	51
10	Document cameras/ projectors	1.00	7.00	4.26	1.72	2.95	53
11	Flatscreen TVs	1.00	7.00	3.02	1.99	3.94	53
12	Audience response systems (e.g. clickers)	1.00	6.00	2.21	1.20	1.45	53
13	Interactive display (e.g. SMART podiums)	1.00	6.00	2.51	1.55	2.40	53
14	Accessibility technologies (e.g. JAWS reader, signing support)	1.00	6.00	2.15	1.14	1.30	53
15	Remote monitoring for technical support	1.00	6.00	2.65	1.49	2.23	52

#	Field	Service Not Offered	Haven't Used	Poor	Fair	Neutral	Good	Excellent
1	Availability of classrooms with multimedia equipment	0.00% 0	5.66% 3	11.32% 6	26.42% 14	15.09% 8	33.96% 18	7.55% 4
2	Reliability of equipment available	1.89% 1	3.77% 2	13.21% 7	26.42% 14	18.87% 10	32.08% 17	3.77% 2
3	General ease of use of instructor stations	1.89% 1	5.66% 3	15.09% 8	16.98% 9	15.09% 8	41.51% 22	3.77% 2
4	Instructor docking station/ connections for laptop computers	7.55% 4	37.74% 20	7.55% 4	13.21% 7	7.55% 4	24.53% 13	1.89% 1
5	Computers in the instructor stations	3.85% 2	5.77% 3	7.69% 4	21.15% 11	7.69% 4	48.08% 25	5.77% 3
6	Software on the instructor station computers	3.85% 2	9.62% 5	7.69% 4	15.38% 8	13.46% 7	42.31% 22	7.69% 4
7	WI-FI access in the classrooms	0.00% 0	11.32% 6	15.09% 8	7.55% 4	9.43% 5	45.28% 24	11.32% 6
8	Wireless projection	19.23% 10	28.85% 15	11.54% 6	7.69% 4	9.62% 5	19.23% 10	3.85% 2
9	Wireless screensharing	19.61% 10	35.29% 18	7.84% 4	3.92% 2	1.96% 1	31.37% 16	0.00% 0
10	Document cameras/ projectors	1.89% 1	24.53% 13	9.43% 5	13.21% 7	15.09% 8	32.08% 17	3.77% 2
11	Flatscreen TVs	20.75% 11	45.28% 24	1.89% 1	3.77% 2	3.77% 2	20.75% 11	3.77% 2
12	Audience response systems (e.g. clickers)	20.75% 11	64.15% 34	1.89% 1	3.77% 2	5.66% 3	3.77% 2	0.00% 0
13	Interactive display (e.g. SMART podiums)	22.64% 12	52.83% 28	1.89% 1	5.66% 3	7.55% 4	9.43% 5	0.00% 0
14	Accessibility technologies (e.g. JAWS reader, signing support)	20.75% 11	66.04% 35	1.89% 1	3.77% 2	3.77% 2	3.77% 2	0.00% 0
15	Remote monitoring for technical support	13.46% 7	57.69% 30	5.77% 3	5.77% 3	7.69% 4	9.62% 5	0.00% 0

Showing rows 1 - 15 of 15

Q3 - Please rate your satisfaction with the following aspects of the Tech Commons

(Fairmont State IT help desk).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ease of submitting problems to the Tech Commons (IT help desk).	1.00	6.00	4.15	0.98	0.96	53
2	Turnaround time to resolve problems submitted to the Tech Commons.	1.00	6.00	3.51	1.18	1.38	53
3	Ability of the Tech Commons to solve your problem.	1.00	6.00	3.70	1.06	1.12	53

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Overall Tech Commons service.	2.00	6.00	3.94	1.00	1.00	53
5	The Tech Commons hours of operation.	2.00	6.00	3.83	0.87	0.76	52

#	Field	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable	Total
1	Ease of submitting problems to the Tech Commons (IT help desk).	1.89% 1	5.66% 3	9.43% 5	45.28% 24	33.96% 18	3.77% 2	53
2	Turnaround time to resolve problems submitted to the Tech Commons.	1.89% 1	22.64% 12	22.64% 12	32.08% 17	16.98% 9	3.77% 2	53
3	Ability of the Tech Commons to solve your problem.	1.89% 1	9.43% 5	32.08% 17	33.96% 18	18.87% 10	3.77% 2	53
4	Overall Tech Commons service.	0.00% 0	11.32% 6	15.09% 8	45.28% 24	24.53% 13	3.77% 2	53
5	The Tech Commons hours of operation.	0.00% 0	5.77% 3	28.85% 15	44.23% 23	19.23% 10	1.92% 1	52

Showing rows 1 - 5 of 5

Q10 - Please use this space to provide any comments about the Tech Commons.

Please use this space to provide any comments about the Tech Commons.

I have a Mac, and can solve most issues myself, but when I do need Tech Commons it takes longer and is resolved successfully less often.

Sometimes there is a misunderstanding of the problems encountered, or when you report two problems, only one is addressed . Sometimes the problem is fixed while the IT staffperson is there and when they leave, the problem reappears.

Those who answer the helpline are very efficient and considerate.

The folks working in the Tech Commons are fantastic -- but they seem to be woefully understaffed.

The expansion of service this semester has been helpful

Sometimes responses are fast. Other times they are not. One classroom I teach in requires me to reset the projector. That entails me having to climb up on a ladder before every class. That does not seem like a good solution.

Usually IT responds very fast. Recently, the response time has dropped for something. Response related to issues impacting instruction is still fast. I am guessing that they are prioritizing because they do not have enough help in the department.

Adjunct in the evening so never available

They do not have enough technicians. Need an experienced employee to be at the tech commons office - not just a student worker. Dan needs more help and more appreciation/recognition - FSU works him too hard.

They are quick to respond and resolve issues

See my previous comments in the COVID text boxes. I didn't know you'd ask here.

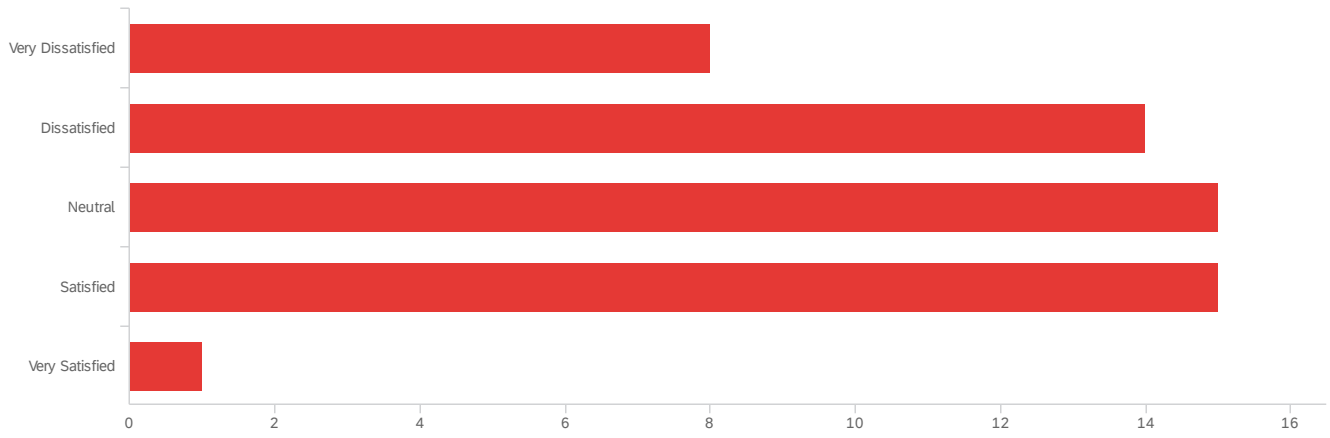
Need to answer the phone.

While you can make a ticket it never gets closed. Long outstanding issues, and international operators are not the solution. Imagine how that care's act money could have been better utilized

I've had problems with blackboard and testing for multiple semesters. It does not seem to every get resolved, no answers are given, and often times it is months before the ticket is closed- and it gets closed without being resolved.

Q6 - How satisfied are you with the ease of navigating the Fairmont State University

website to find what you need?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with the ease of navigating the Fairmont State University website to find what you need?	1.00	5.00	2.75	1.08	1.17	53

#	Field	Choice Count
1	Very Dissatisfied	15.09% 8
2	Dissatisfied	26.42% 14
3	Neutral	28.30% 15
4	Satisfied	28.30% 15
5	Very Satisfied	1.89% 1
		53

Showing rows 1 - 6 of 6

Q26 - In the space below please provide any suggestions you may have for improving the Fairmont State University website.

In the space below please provide any suggestions you may have for improv...

As faculty, there should be direct links to several areas that are not curenlty available--class schedule and limit the clicks one needs to do to get information. For summary class lists, make them easily printable or copied into a spreadsheet. We use this to check for prerequisites and to track some students. The fact that pictures are hard to eliminate or if you do, the spreadsheet still has cells for them and you don't get a consistent list.

I have looked at other university website and Fairmont State website is above average.

identify and correct outdated and/or conflicting information

i exclusively use google to search for stuff on the website -- i never engage with the actual site itself because it is so bad

There is a lot of information that does not seem to be streamlined or easily searched ie Forms

Needs a facelift -

Not changing the login portal mid-semester.

When a system is working fine, it does not make sense to completely redo it on the surface without making any real changes. It seems that the same services are just moved around with no real method. When using the search tool to locate the moved resources, outdated pages and information are often returned. While I understand updating the look of a working system, every change should be systematic, consistent, meaningful, transparent, and announced/explained.

I have to use the search bar for everything.

It does not matter, they will do whatever they want anyway. They have ignored suggestions made over the years.

changing it throughout the semester is difficult for students and faculty

It is extremely difficult to access the course offerings while in advising format.

It's always been difficult to find information on FSU website (contacts, calendars, departments, and then department websites are not consistent).

the new experience portal is challenging - all of the personalized menus do not make a lot of sense. some items that you think should be on a faculty menu are not and you have to go find them on a student or employee menu. Might be nice to have only one or two menus and have the items alphabetized - then have a separate adaptive 'frequently used' menu that is automatically personalized based on what the user has used before and listed in the ranked order of most used to least used - if this is possible.

The department sections and photos need revamped--the other surrounding institutions seem to have more fluid pages

Put notices of outages on the front page. Have them do an audit of departmental pages; my department had one from 2015 still on display.

The new improved My Fairmont State is cluttered and confusing

have someone that understands web sites, design it.

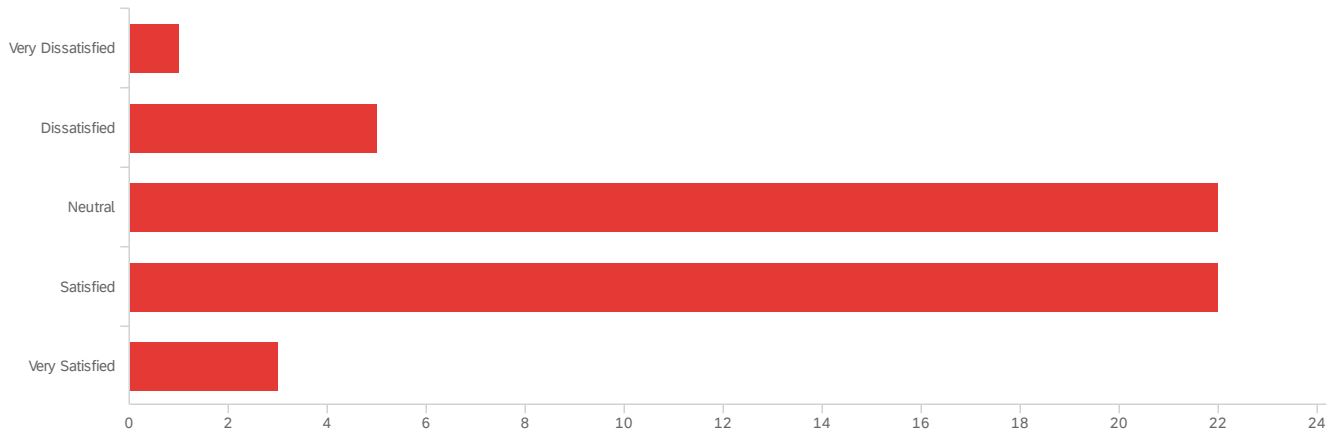
In the space below please provide any suggestions you may have for improv...

So many of the pages are outdated, spelling and grammar issues are on pages.

Directory is not good.

The new update is very confusing

Q7 - How satisfied are you with online help and training materials/ tutorials provided by Fairmont State University?

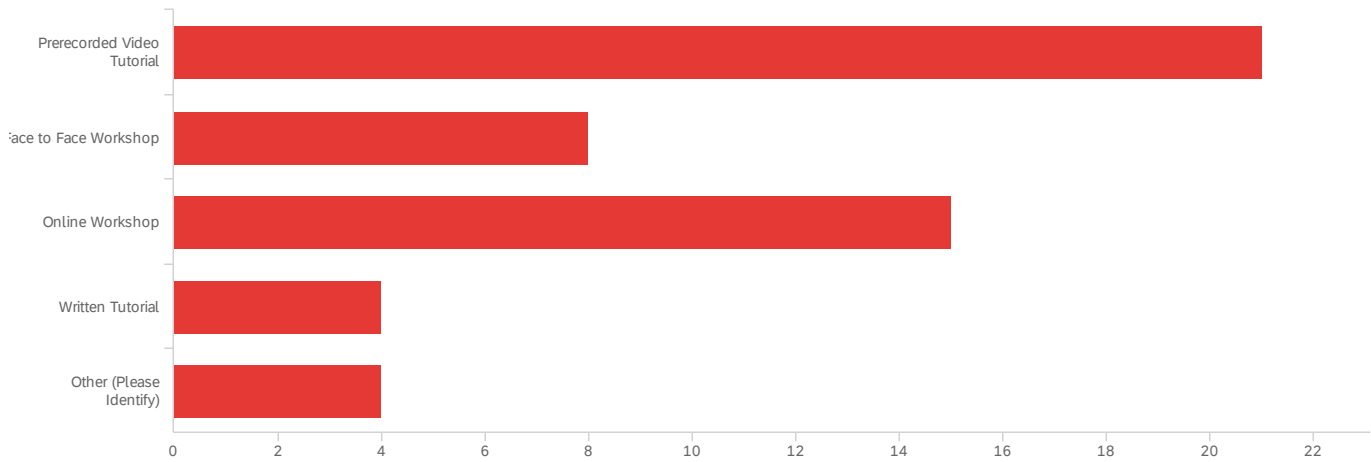


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with online help and training materials/ tutorials provided by Fairmont State University?	1.00	5.00	3.40	0.81	0.65	53

#	Field	Choice Count
1	Very Dissatisfied	1.89% 1
2	Dissatisfied	9.43% 5
3	Neutral	41.51% 22
4	Satisfied	41.51% 22
5	Very Satisfied	5.66% 3
		53

Showing rows 1 - 6 of 6

Q8 - What is your preferred method of receiving training for technology related topics?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your preferred method of receiving training for technology related topics? - Selected Choice	1.00	5.00	2.27	1.27	1.62	52

#	Field	Choice Count
1	Prerecorded Video Tutorial	40.38% 21
2	Face to Face Workshop	15.38% 8
3	Online Workshop	28.85% 15
4	Written Tutorial	7.69% 4
5	Other (Please Identify)	7.69% 4
		52

Showing rows 1 - 6 of 6

Q8_5_TEXT - Other (Please Identify)

Other (Please Identify)

All of the above.

F2F in a computer lab

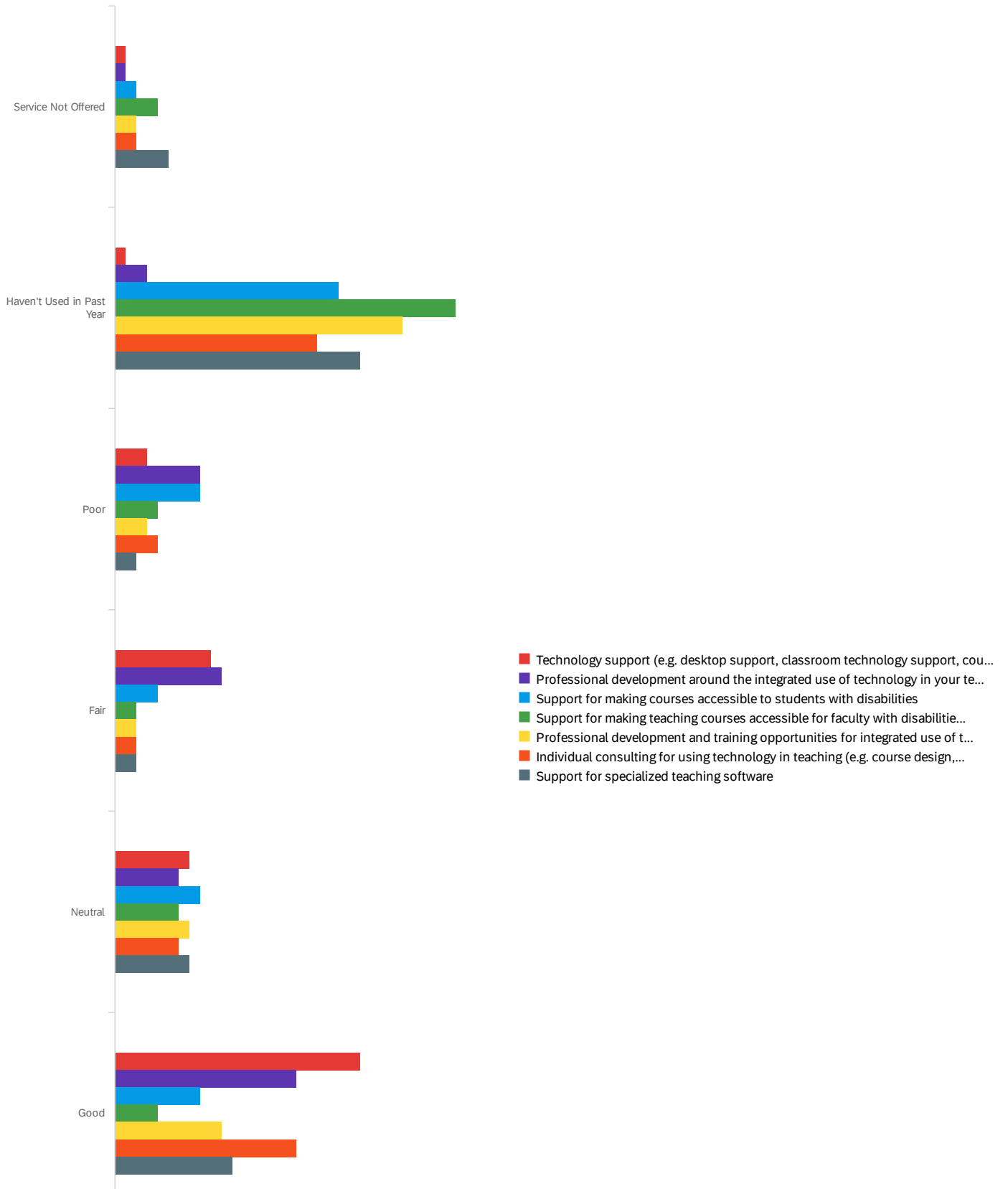
Individualized for when I have problems. I teach myself; I don't have time for trainings during the semester, and when I'm off contract, I'm not going to deal with them.

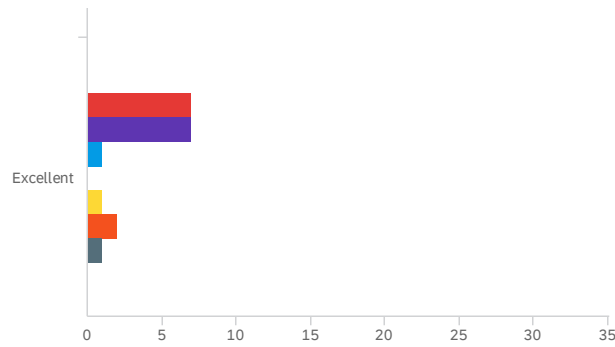
Other (Please Identify)

All of the above depending on the topic and need.

Q20 - Thinking about the past year, please rate your experience with the following

technology support services provided at Fairmont State University.





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Technology support (e.g. desktop support, classroom technology support, course media production support)	1.00	7.00	5.29	1.35	1.82	51
2	Professional development around the integrated use of technology in your teaching, whether face to face or online (e.g. technology training opportunities, incentives, and professional advancement)	1.00	7.00	4.85	1.57	2.48	52
3	Support for making courses accessible to students with disabilities	1.00	7.00	3.44	1.66	2.75	52
4	Support for making teaching courses accessible for faculty with disabilities	1.00	6.00	2.73	1.43	2.04	52
5	Professional development and training opportunities for integrated use of technology in your research	1.00	7.00	3.37	1.78	3.15	52
6	Individual consulting for using technology in teaching (e.g. course design, assignment development, assessment and evaluation)	1.00	7.00	3.96	1.91	3.65	52
7	Support for specialized teaching software	1.00	7.00	3.39	1.88	3.53	51

#	Field	Service Not Offered	Haven't Used in Past Year	Poor	Fair	Neutral	Good	Excellent
1	Technology support (e.g. desktop support, classroom technology support, course media production support)	1.96% 1	1.96% 1	5.88% 3	17.65% 9	13.73% 7	45.10% 23	13.73% 7
2	Professional development around the integrated use of technology in your teaching, whether face to face or online (e.g. technology training opportunities, incentives, and professional advancement)	1.92% 1	5.77% 3	15.38% 8	19.23% 10	11.54% 6	32.69% 17	13.46% 7

#	Field	Service Not Offered	Haven't Used in Past Year	Poor	Fair	Neutral	Good	Excellent
3	Support for making courses accessible to students with disabilities	3.85% 2	40.38% 21	15.38% 8	7.69% 4	15.38% 8	15.38% 8	1.92% 1
4	Support for making teaching courses accessible for faculty with disabilities	7.69% 4	61.54% 32	7.69% 4	3.85% 2	11.54% 6	7.69% 4	0.00% 0
5	Professional development and training opportunities for integrated use of technology in your research	3.85% 2	51.92% 27	5.77% 3	3.85% 2	13.46% 7	19.23% 10	1.92% 1
6	Individual consulting for using technology in teaching (e.g. course design, assignment development, assessment and evaluation)	3.85% 2	36.54% 19	7.69% 4	3.85% 2	11.54% 6	32.69% 17	3.85% 2
7	Support for specialized teaching software	9.80% 5	45.10% 23	3.92% 2	3.92% 2	13.73% 7	21.57% 11	1.96% 1

Showing rows 1 - 7 of 7

Q9 - Please use this space to discuss your thoughts on software you use as part of your work in more detail.

Please use this space to discuss your thoughts on software you use as part...

"Neutral" made me smile

If not for a grant written last summer by two members of the math department, both software and hardware, I would not have had as much success with the technology as I have. Still, each of these required troubleshooting, practice prior to use in the classroom and glitches along the way--and training, sometimes outside of the university.

I use MimioTeach with either a Bar or a MimioPad to deliver lectures and post notes after class. Technology support has been good with this.

I am wondering which schools are getting all of these resources (this screen and a few screens back). I would like these resources and wondering if they are provided to some areas of campus, why are they not available to everyone.

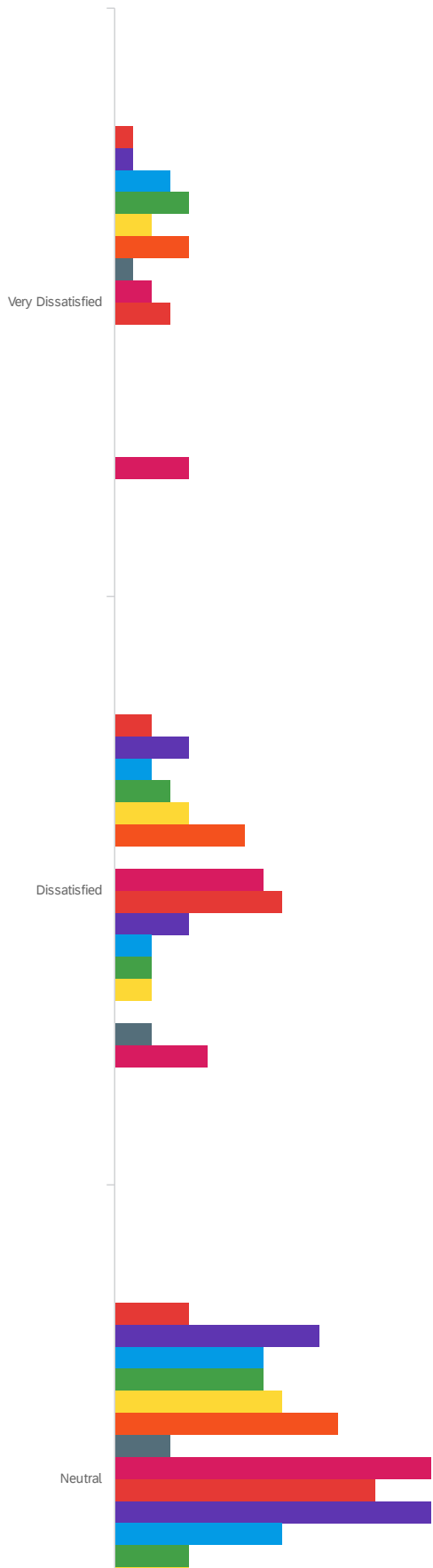
Changes in computer access in the middle of a term? Who planned this? Confused the heck out of students and I had to do a lot of extra work helping them

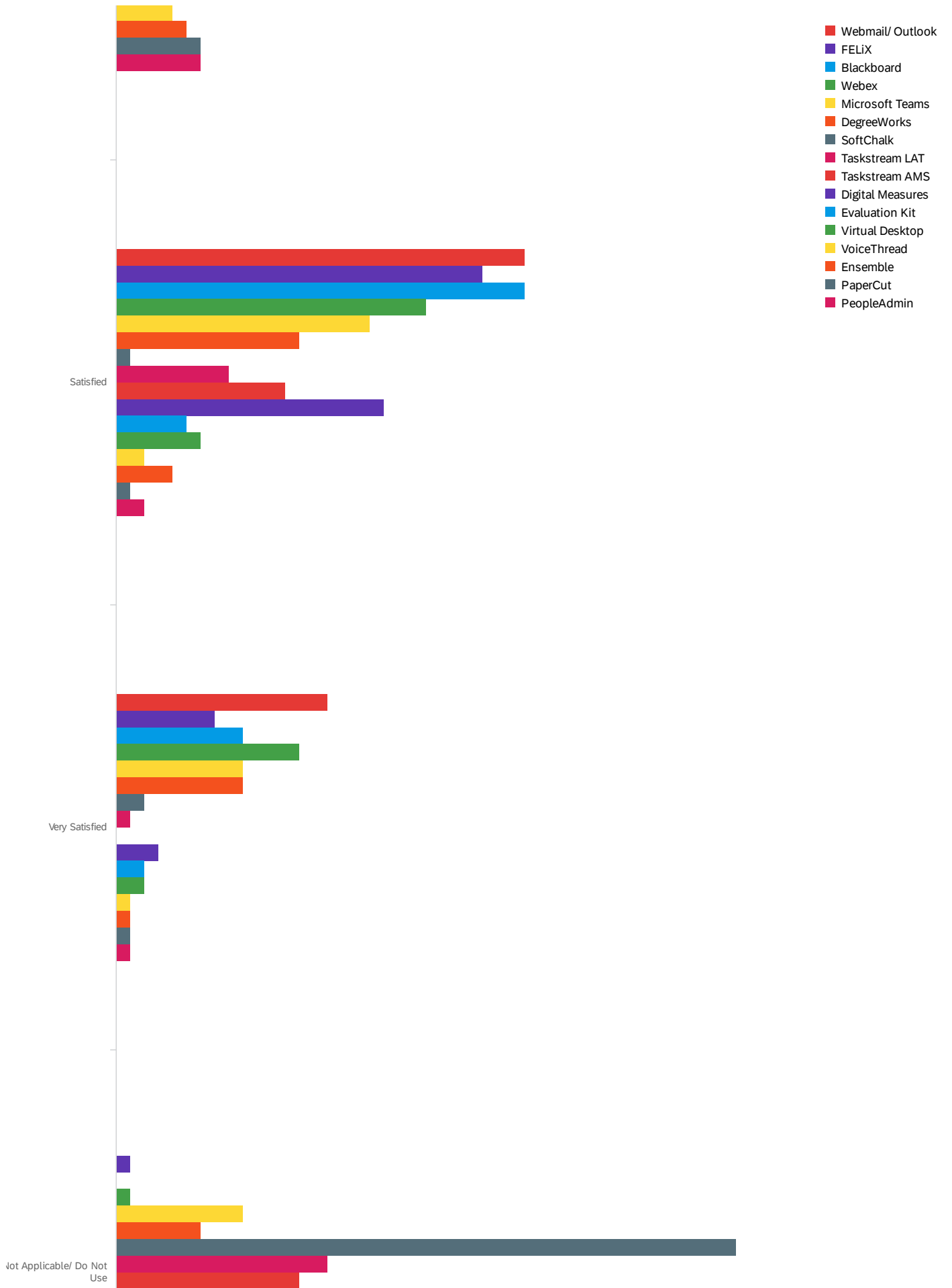
I wanted to comment about accessibility--With the first new version of BB, the default font color was grey. It only looked black when the font was small. I asked Tech Commons and never got an answer back. So, I spent that semester enlarging and changing the text of every single item, announcement, quiz, discussion board, etc. on BB. I don't want to think about the hours of time I wasted doing that instead of grading. D2L/Brightspace also has a very easy recording system for faculty comments if they can't type. I believe BB has the prof save the comment on their computer and then upload it in the comments section. It's just clunky.

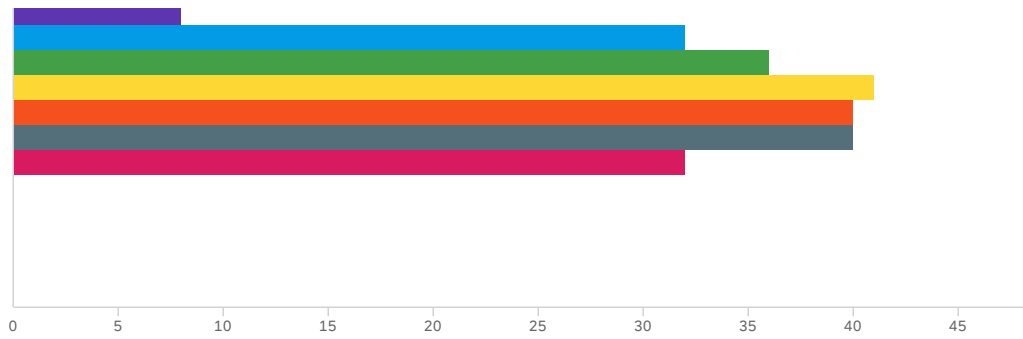
first of all it would be useful to have someone in technology that has some teaching experience to help faculty with the options available for presentation of material, what works best etc. Just having someone that can trouble shoot the software, is not enough. We need someone to give advice on how to present the material. All faculty should be using the same general methods of presentation. This should be required, so that students have some standard for any online portion of their classes. For example the syllabus should all be in exactly the same place. The landing place in BB should always be the same. There should be a place that students know to start in any online portion of a course. etc. Second point. The faculty training on how to use any hardware or software is awful. IT looks as if it was cobbled together 5 minutes before the training starts. A lot of times it is just someone rapidly clicking around on a computer. YOU need to fix that. It is a big waste of my time. Either get someone to present who knows how to do this or get an online walk through that faculty can use. Right now I use other university training materials. Because they are useful.

Often times it is the same topics of training for professional development as in years past. Often the department I am in is more in the know regarding utilization of these technologies and customization than those teaching the trainings.

Q4 - Please rate your satisfaction with the following information systems / software.







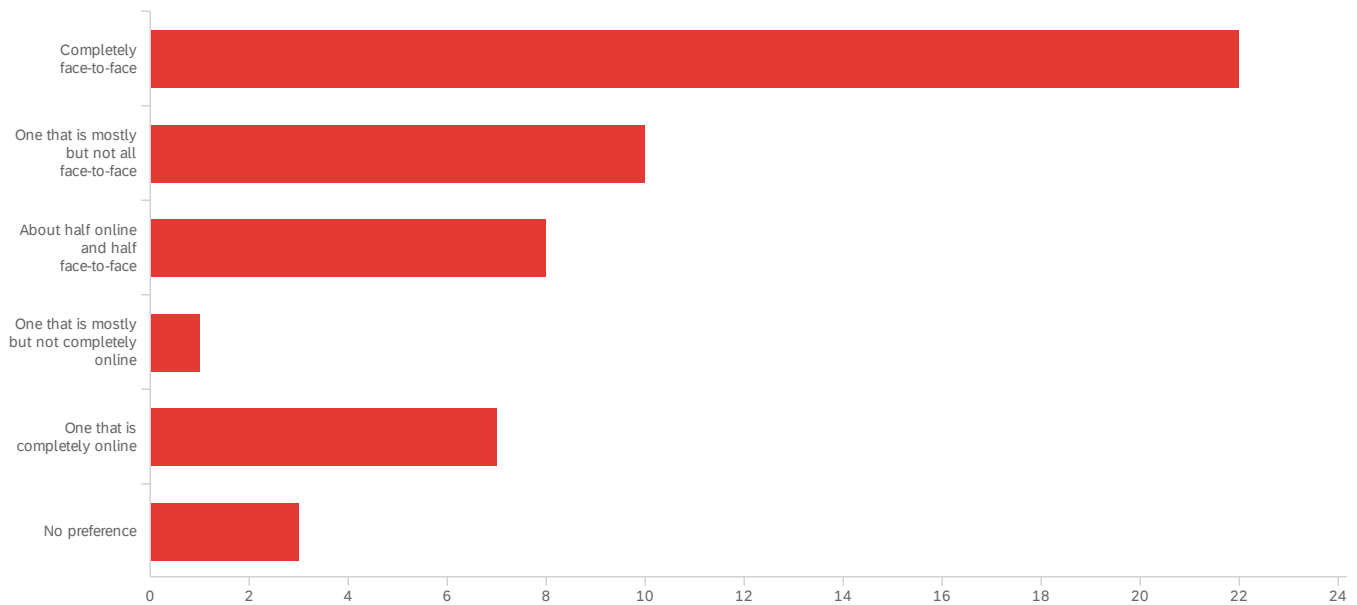
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Webmail/ Outlook	1.00	5.00	4.08	0.84	0.70	51
2	FELIX	1.00	6.00	3.74	0.93	0.87	50
3	Blackboard	1.00	5.00	3.76	0.98	0.96	51
4	Webex	1.00	6.00	3.78	1.18	1.38	51
5	Microsoft Teams	1.00	6.00	4.08	1.31	1.72	51
6	DegreeWorks	1.00	6.00	3.67	1.42	2.03	51
7	SoftChalk	1.00	6.00	5.65	1.01	1.01	51
8	Taskstream LAT	1.00	6.00	3.84	1.58	2.49	51
9	Taskstream AMS	1.00	6.00	3.71	1.56	2.44	51
10	Digital Measures	2.00	6.00	3.88	1.15	1.32	51
11	Evaluation Kit	2.00	6.00	5.06	1.35	1.82	50
12	Virtual Desktop	2.00	6.00	5.32	1.19	1.42	50
13	VoiceThread	2.00	6.00	5.50	1.14	1.29	50
14	Ensemble	3.00	6.00	5.52	1.00	1.01	50
15	PaperCut	2.00	6.00	5.42	1.22	1.48	50
16	PeopleAdmin	1.00	6.00	4.74	1.81	3.27	50

#	Field	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable/ Do Not Use	Total
1	Webmail/ Outlook	1.96% 1	3.92% 2	7.84% 4	56.86% 29	29.41% 15	0.00% 0	51

#	Field	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable/ Do Not Use	Total
2	FELiX	2.00% 1	8.00% 4	22.00% 11	52.00% 26	14.00% 7	2.00% 1	50
3	Blackboard	5.88% 3	3.92% 2	15.69% 8	56.86% 29	17.65% 9	0.00% 0	51
4	Webex	7.84% 4	5.88% 3	15.69% 8	43.14% 22	25.49% 13	1.96% 1	51
5	Microsoft Teams	3.92% 2	7.84% 4	17.65% 9	35.29% 18	17.65% 9	17.65% 9	51
6	DegreeWorks	7.84% 4	13.73% 7	23.53% 12	25.49% 13	17.65% 9	11.76% 6	51
7	SoftChalk	1.96% 1	0.00% 0	5.88% 3	1.96% 1	3.92% 2	86.27% 44	51
8	Taskstream LAT	3.92% 2	15.69% 8	33.33% 17	15.69% 8	1.96% 1	29.41% 15	51
9	Taskstream AMS	5.88% 3	17.65% 9	27.45% 14	23.53% 12	0.00% 0	25.49% 13	51
10	Digital Measures	0.00% 0	7.84% 4	33.33% 17	37.25% 19	5.88% 3	15.69% 8	51
11	Evaluation Kit	0.00% 0	4.00% 2	18.00% 9	10.00% 5	4.00% 2	64.00% 32	50
12	Virtual Desktop	0.00% 0	4.00% 2	8.00% 4	12.00% 6	4.00% 2	72.00% 36	50
13	VoiceThread	0.00% 0	4.00% 2	8.00% 4	4.00% 2	2.00% 1	82.00% 41	50
14	Ensemble	0.00% 0	0.00% 0	10.00% 5	8.00% 4	2.00% 1	80.00% 40	50
15	PaperCut	0.00% 0	4.00% 2	12.00% 6	2.00% 1	2.00% 1	80.00% 40	50
16	PeopleAdmin	8.00% 4	10.00% 5	12.00% 6	4.00% 2	2.00% 1	64.00% 32	50

Showing rows 1 - 16 of 16

Q21 - In what type of learning environment do you prefer to teach?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In what type of learning environment do you prefer to teach?	1.00	6.00	2.41	1.64	2.67	51

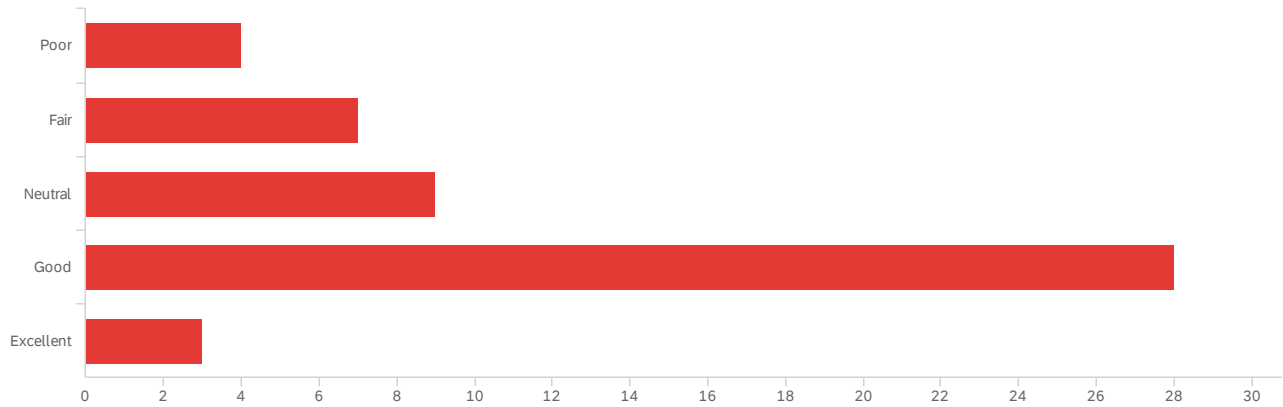
#	Field	Choice Count
1	Completely face-to-face	43.14% 22
2	One that is mostly but not all face-to-face	19.61% 10
3	About half online and half face-to-face	15.69% 8
4	One that is mostly but not completely online	1.96% 1
5	One that is completely online	13.73% 7
6	No preference	5.88% 3

51

Showing rows 1 - 7 of 7

Q22 - How would you describe your overall technology experience at Fairmont State

University?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you describe your overall technology experience at Fairmont State University?	1.00	5.00	3.37	1.05	1.10	51

#	Field	Choice Count
1	Poor	7.84% 4
2	Fair	13.73% 7
3	Neutral	17.65% 9
4	Good	54.90% 28
5	Excellent	5.88% 3
		51

Showing rows 1 - 6 of 6

Q23 - Use this space to provide any additional comments regarding your technology experience at Fairmont State University.

Use this space to provide any additional comments regarding your technology...

If I am at the University, technology needs are fine. If I had to do things at home, without the grand and the use of a Mimio tablet, things would have been very difficult. Internet connections outside of the University can be spotty and the other software/hardware available at home is not as easily used.

My overall experience has been excellent with Webex and Mimio devices. The Technology I use has been excellent for virtual instruction. This technology was provided by a grant, not the University.

Preference to teach. Although I do not have a preference, I do feel that we are moving to an era that is going to require that we evolve to more Online programs including ASN

I have a decent technology background, so I have been able to manage most of the issues I have encountered. However, even I have found it difficult to quickly identify and remedy problems that are caused by untimely, untested, unannounced, and/or mismanaged deployments of system-wide changes. These have resulted in several minor and major disruptions that impact student performance within the terms of instruction and impact retention from term to term. I can only imagine how frustrating and impactful this is for colleagues who only have minimal technical skills and experience. I implore administrators in IT to please develop a more systematic approach to changing technologies. If a long-term plan is in place, I ask that IT consider greater transparency and communication with Faculty, Staff, and Students in a more consistent and timely manner. If a plan is not in place, I suggest a plan be developed by a team comprised of members of IT, Faculty, Staff, and administrators.

I want laptop docking stations in my classrooms!!!!!! I hate using the classroom computer.

When the new "My Experience" changed, my remote desktop times out very quickly; If I am on the Cisco anywhere connect, I am unable to access any webpages within FSU or outside of FSU so I have to disconnect, go to the website, re-connect; VoiceThread is great but difficult to use, we need step-by-step instructions for our students and more support for it

DegreeWorks is a disaster. It is often inaccurate. I prefer using Banner transcripts to advice. Microsoft Teams is excellent, as is Blackboard. Outlook is fairly good. Taskstream is the worst technology we've ever had here, the most user-unfriendly software I've ever experienced. Yet, here we are 10 years later. I must be the only one thinking this.

Prefer face to face lecture with respondus proctoring for exams

The blackboard gradebook to felix integration is a good idea but does not work. i had columns in my courses with those names already and so when i imported my courses I then had two of each. tried deleting mine but still would not work. i'll try to fix when i do export/import this semester but was surprised this didn't come out in testing before it was deployed.

For undergrads and incoming students, they don't respond well to hybrid teaching... do not turn in assignments, etc. Juniors and seniors can handle hybrid 2. The student excuses I hear often is "my Internet was down" or "my laptop didn't work" and I respond: 'why didn't you come on campus and use computers in the library?' Remote learning gives the younger students a lot of excuses and adds to poor performance.

You didn't have the choice of learning environment that I use; I am remote synchronous. My students have access to recorded lectures as homework and then we meet through Webex for discussion, review, and activities. It gives me the facetime while also providing them with flexibility. If they miss class, it's recorded. .

IT appears to be understaffed. Sometimes issues are resolved quickly, other times it takes a while.

The training that has been provided has been poor. In addition, at times IT has presented on software applications that we did not have yet. That is a waste of time and effort by faculty. I see software on this survey that I have never heard of, and this should not be the case. IT is understaffed and are not professional educators or trainers.

Use this space to provide any additional comments regarding your technology...

Please be my thoughtful in the timing for launching new IT initiatives. Changing to the Experience portal at mid-term was not well thought out, in my opinion.

I should have mentioned earlier in the survey that the room I teach in needs microphones to pick up students' comments and questions so other students live streaming the class can hear the discussions. IT does a good job despite being understaffed.

Don't blame technology for faculty lack of skill

These questions present a reality that doesn't include a COVID threat of exchange. We all want to return to face to face but it's not an option at this point and the longer we are away from that model the more students who are going to prefer the online or flex model.

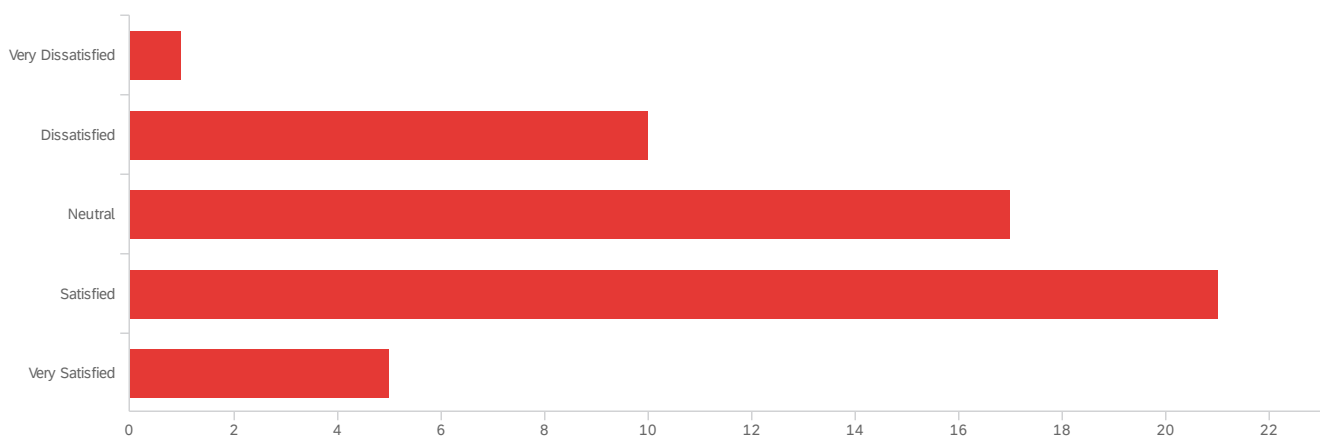
End of Report

Default Report

Technology Survey Fairmont State

October 25, 2021 4:05 AM MDT

Q11 - How satisfied are you generally with Fairmont State's use of technology to facilitate learning during the COVID-19 pandemic?

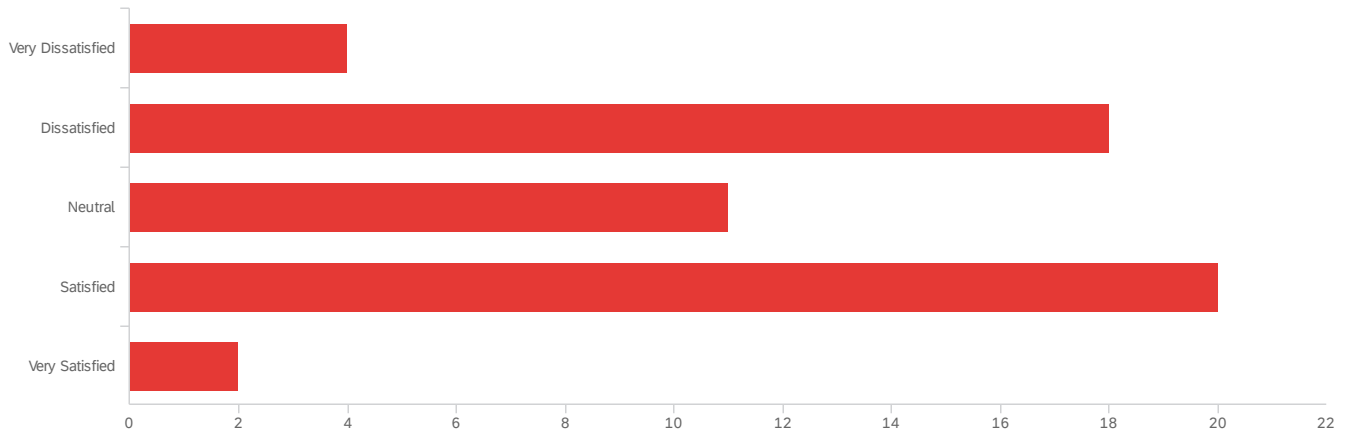


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you generally with Fairmont State's use of technology to facilitate learning during the COVID-19 pandemic?	1.00	5.00	3.35	0.95	0.89	54

#	Field	Choice Count
1	Very Dissatisfied	1.85% 1
2	Dissatisfied	18.52% 10
3	Neutral	31.48% 17
4	Satisfied	38.89% 21
5	Very Satisfied	9.26% 5
		54

Showing rows 1 - 6 of 6

Q12 - How satisfied are you with digitally enhanced strategies employed by Fairmont State (i.e. live streaming of lectures)?

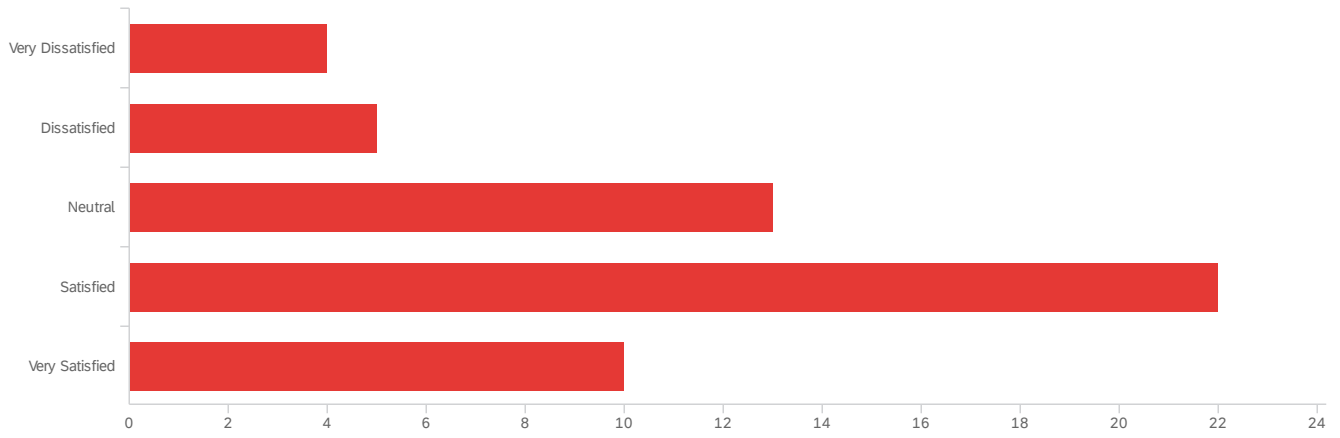


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with digitally enhanced strategies employed by Fairmont State (i.e. live streaming of lectures)?	1.00	5.00	2.96	1.06	1.13	55

#	Field	Choice Count
1	Very Dissatisfied	7.27% 4
2	Dissatisfied	32.73% 18
3	Neutral	20.00% 11
4	Satisfied	36.36% 20
5	Very Satisfied	3.64% 2
		55

Showing rows 1 - 6 of 6

Q13 - How would you rate your satisfaction with Cisco Webex for video conferencing in general?

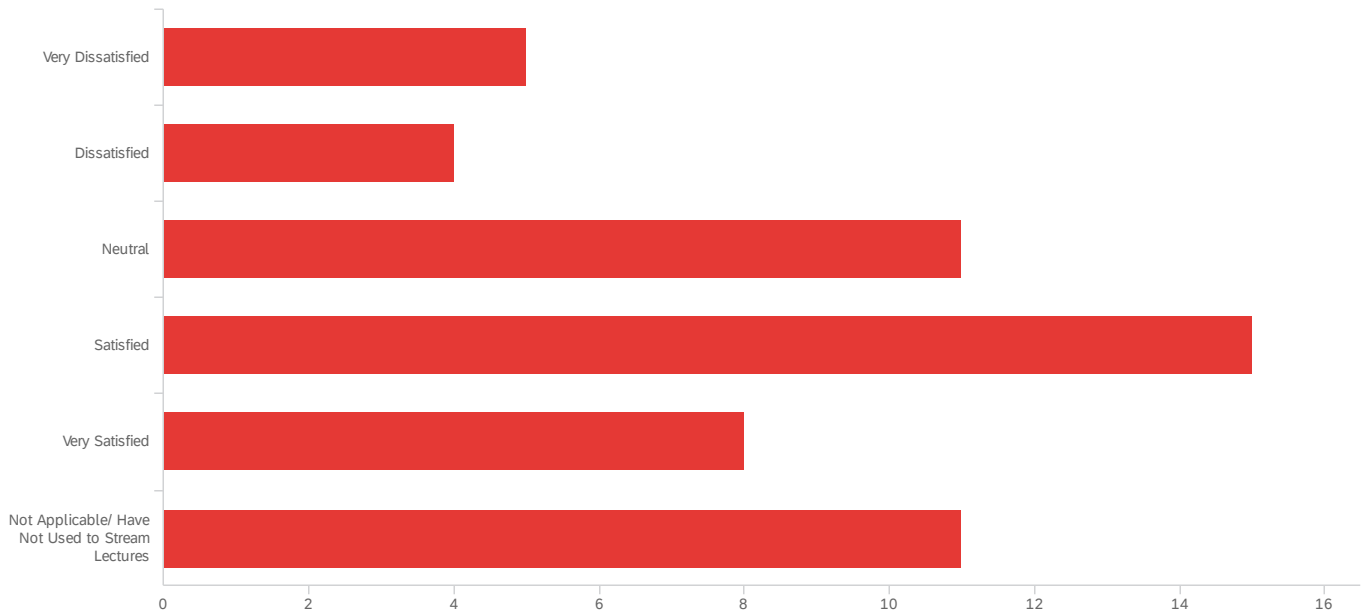


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your satisfaction with Cisco Webex for video conferencing in general?	1.00	5.00	3.54	1.12	1.25	54

#	Field	Choice Count
1	Very Dissatisfied	7.41% 4
2	Dissatisfied	9.26% 5
3	Neutral	24.07% 13
4	Satisfied	40.74% 22
5	Very Satisfied	18.52% 10
		54

Showing rows 1 - 6 of 6

Q15 - How would you rate your satisfaction with Cisco Webex for live streaming lectures?



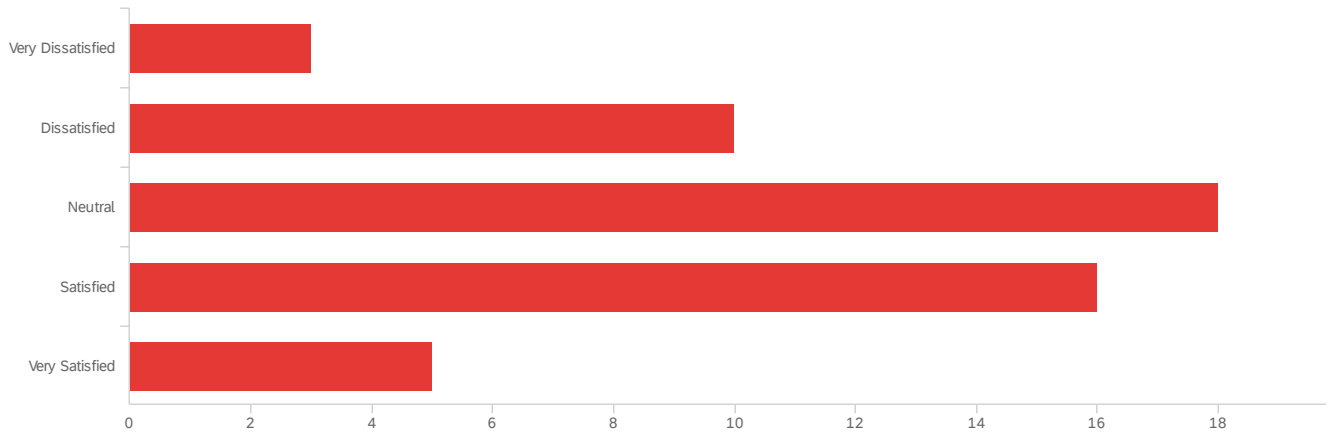
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your satisfaction with Cisco Webex for live streaming lectures?	1.00	6.00	3.93	1.51	2.29	54

#	Field	Choice Count
1	Very Dissatisfied	9.26% 5
2	Dissatisfied	7.41% 4
3	Neutral	20.37% 11
4	Satisfied	27.78% 15
5	Very Satisfied	14.81% 8
6	Not Applicable/ Have Not Used to Stream Lectures	20.37% 11

54

Showing rows 1 - 7 of 7

Q14 - How would you rate your satisfaction with Microsoft Teams for video conferencing in general?

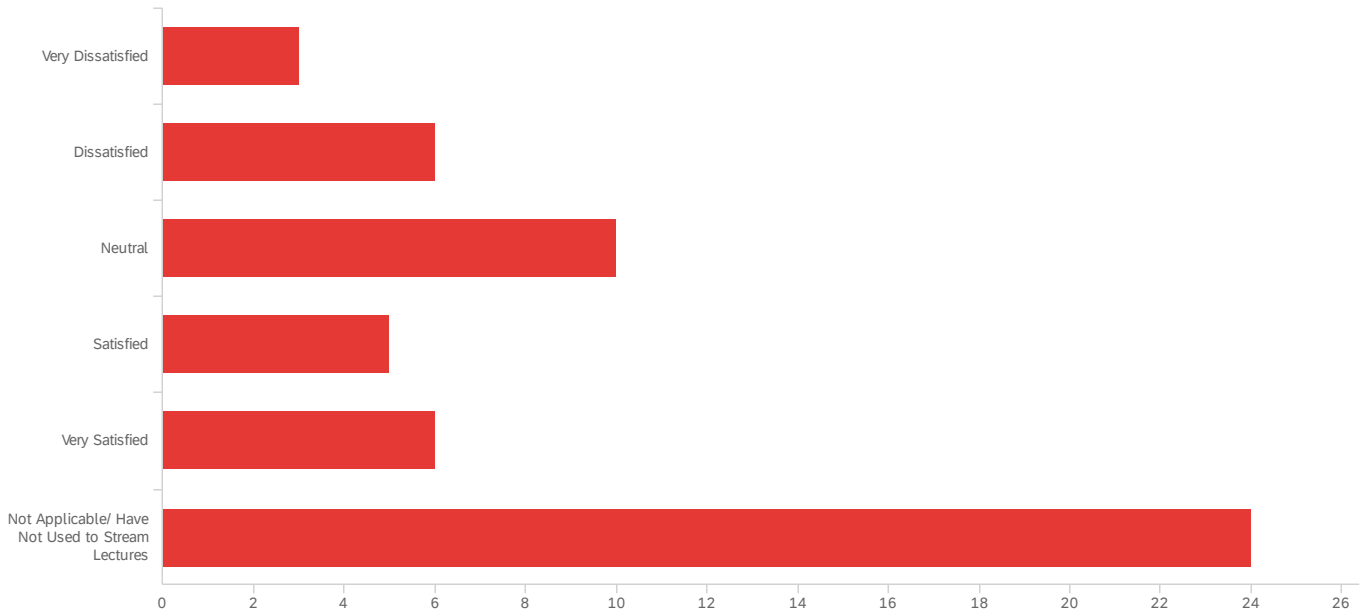


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your satisfaction with Microsoft Teams for video conferencing in general?	1.00	5.00	3.19	1.04	1.08	52

#	Field	Choice Count
1	Very Dissatisfied	5.77% 3
2	Dissatisfied	19.23% 10
3	Neutral	34.62% 18
4	Satisfied	30.77% 16
5	Very Satisfied	9.62% 5
		52

Showing rows 1 - 6 of 6

Q16 - How would you rate your satisfaction with Microsoft Teams for live streaming lectures?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your satisfaction with Microsoft Teams for live streaming lectures?	1.00	6.00	4.43	1.68	2.84	54

#	Field	Choice Count
1	Very Dissatisfied	5.56% 3
2	Dissatisfied	11.11% 6
3	Neutral	18.52% 10
4	Satisfied	9.26% 5
5	Very Satisfied	11.11% 6
6	Not Applicable/ Have Not Used to Stream Lectures	44.44% 24

Q17 - What problems/challenges have you encountered with digital enhanced lecture strategies (i.e. live streaming) at Fairmont State during the COVID-19 pandemic?

What problems/challenges have you encountered with digital enhanced lecture...

It limits my ability to move around the classroom

All online should be fine. However, live streaming restricts interaction with students in the classroom in a hybrid model.

Using livestreaming technology has drawbacks. Upon entering the classroom, one has to "set-up" and if all goes well this is 5 minutes. Afterwards, one also has the "take-down" and this is another 2-5 minutes. Then there is the work of downloading/posting which can take that much time again. So already, just the technology generally adds 20+minutes to each lecture. That is if the technology is working perfectly. There are times when the technology hangs or drops or doesn't recognize the microphone or other technology and sometimes this means restarting the machine or other trouble shooting.

In the beginning, I did not know how to run the technology. The training we were given was not hands-on and we had to work with each other to learn how to do Webex. Trainings should be hands-on where we actually get to use the product with each other, not receive a lecture about the capabilities.

WebEx crashing/freezing during session, camera does not show a good angle

The requirement to livestream has an adverse affect on attendance. It also makes in-class discussions very difficult -- students who are attending online often have difficulty hearing their classmates/questions or comments and it is difficult for professors to try to teach to the people in the classroom while also attending to the people who are attending via livestream.

While I haven't lectured per se (I don't teach classes which use lecture as teaching mode), I have used WebEx to allow students to attend remotely. I mostly feel that students online do not pay attention (in some cases, they are not even present) and do not access the information effectively. Trying to accommodate both in-class and online students with assignments that work equally well across platforms has been challenging. Trying to accommodate online students when they decide at the last minute to attend remotely has been a big fat pain in the a** and I've stopped doing it.

I have not encountered technical issues reagrding streaming, only pedagogical challenges

inability to simultaneously have an "in-person class" with effective streaming; last year I sat at a document camera all year so the in-person component was far less engaging (reflected by the attendance), this year i am standing at the board as usual and now the recordings suck (but attendance is way up from last year) -- if we are to record and stream we need better hardware

The most difficult problem was hosting a class in person AND online. The classroom technology does not enhance the experience of the learner.

Difficult to understand at the beginning - works fine now.

Since we do not have motion activated cameras and fully miked classrooms, professors are trapped within a certain radius of the computer's webcam and mike. Furthermore, some classrooms have the computer at the back of the classroom, away from the whiteboard/blackboard, which means not using it. It's a terrible situation. I am all for livestreaming and recording my classes, but this is not a good way to do it.

The currents students like live streaming, because they do not have to be accountable. They are not focused during class. Video camera does not stay on and it is difficult to get them to participate. I was under the impression that live streaming was only for student who are quarantining as a result of COVID. If this is the case, it needs to be upheld across all courses.

Students not knowing how to get their cameras and microphones to work

What problems/challenges have you encountered with digital enhanced lecture...

Extremely difficult to both live stream and have live students in the classroom. Recording class meetings for later asynchronous viewing by students would be much preferred.

Cameras needing located in optimal points and directed toward the instructor or whiteboard vs a sideshot and inability to see notes/board

Audio settings in certain classrooms do not work for all applications. For example, when switching between microphone and internal audio (optimized for video and audio in the streaming application), the computer audio settings (for the machine itself) must be adjusted because sometimes the sound plays online but not in class, and sometimes it plays in class but not online. Also, any interaction with students (other than in hiflex rooms) often takes up double the typical time as instructors often have to repeat questions and comments raised in the room or in the chat.

I prefer using my mac

I try to not use TEAMS. Problem is class if virtual students cannot hear F2F discussions and repeating everything that is said in the classroom takes too long and disrupts to flow of class.

Different classrooms had different "looks" in regards to technology. Logging in or having students present from a remote location was sometimes a problem.

It is almost impossible to include online students in group activities with face-to-face students.

Cannot access WebEx at all... have to rely on Teams only

when using Microsoft Teams once you share your screen so that students can see the powerpoint or whatever else you are showing, you can no longer see the video of the students who are in the meeting

Technology was great but issues were specific to some classrooms

I'm remote, so I don't have to do the dance here between students-in-the-seat and online students. At my old school, I did do it occasionally, and it was complicated, even though that school had better tech--multiple cameras and speakers throughout the room.

Sometimes there are problems for unknown reasons regarding sound and/or video.

Webex recordings can't be replayed (at least in the classroom's computers I tried).

Disconnections, poor audio

The limited range of the camera and microphone. With a lavalier mic, it's a little better, but having to switch between speakers if I'm showing any kind of media in class is frustrating.

N/A

None outside of a to-be-expected learning curve

Faculty not capable of using the equipment

Issues with audio in the classrooms.

Sound is an absolute nightmare even with the new microphone enhancers, and student complain all the time about mis-interruptions in their WiFi feed.

What problems/challenges have you encountered with digital enhanced lecture...

Utilizing Microsoft Teams is the easiest approach however ability to download or save the video can be tricky. At first it also did not take attendance, but in recent updates has.

Bandwidth. Sound

None

Q18 - What do you think could be improved regarding technology use in response to COVID-19 at Fairmont State?

What do you think could be improved regarding technology use in response to...

WebEx gives me more problems than Zoom, so I end up using that even though it's not provided by Fairmont State.

Touch screen computers would help.

Whenever training is given, it must be hands-on. Without actually using the technology, one doesn't understand the uses and shortfalls of each type of technology. Working with others while having this hands on training allows us to share those things we learn along the way. Since almost all meetings are virtual, we really have a difficult time sharing this knowledge.

The math department is going to need funds to continue with the use of Crowdmark for grading homework. Our grant money runs out May 2022. We will need help with funding for the 22-23 school year. this has also reduced our paper costs immensely.

Cameras in the classroom that are at an appropriate angle so online students can see (and it not be inverted).

If livestreaming will remain a requirement moving forward, better microphones in the classroom would help as would better webcam capabilities. It would be ideal if there could be one webcam set up for the professor but another set up so that students online can also see (and hear) what is happening in the classroom.

Create clear guidelines with the input of faculty across disciplines.

cameras that can capture the whole whiteboard for math classes

I thought the training and support was appropriate given the scenario.

More training

Mike the classrooms so that livestreaming picks up student responses, have motion activated video cameras separate from computers.

I think that FSU is on the right path, however, there needs to be multiple evaluations to determine the success or and adjustment needs.

Better technology in the classroom regarding camera mobility and microphones that are able to allow all students to feel engaged.

Better or more cameras (instructor, board, and class), better microphones, easy to access and use doc cameras.

What do you think could be improved regarding technology use in response to...

The software and hardware updates have all been useful (eventually), however deployment, management, and training has been woefully inadequate. On several occasions, major changes have been sudden, unannounced, and detrimental to the flow of learning. I recall several instances when BB, MyFairmontState, Banner, and/or other essential tools were altered at critical times within a term - without prior notice from IT. Furthermore, in several of these cases, post-problem notifications were sent indicating that what was done was planned - but very minimal support was provided. At times, solutions to the 'expected' problems were provided AFTER significant work on my part (while waiting for a response from IT) to figure out a workaround so I could continue teaching classes and advising students. I realize that IT is understaffed and overworked, but a simple email BEFORE a major change would go a long way. Additionally, having a long-term plan (shared with Faculty, Staff, and Students) that deploys software/hardware updates ONLY at times when it will not impact flow of everyday duties would be very useful. I certainly understand that emergency changes require exception, but it seems like it reactivity has been the rule whereas proactivity has been the exception. In the past 3 years (even before the pandemic), major changes to BB occurred in the middle of an ongoing term, a switch from one vendor to another occurred right before advising/registration, systems have been down for "planned maintenance" during grading periods, and the list can go on. Most of these were either unannounced, announced right before they occurred, or announced after the damage was already done. Each of these comes with major disruptions to the flow of education. Yet, when ways to deal with the potential issues were provided, it was very clear that IT knew common technical problems and solutions, but they had very limited understanding of the practical problems and solutions for students, Faculty, and Staff at critical times in the semester. I believe IT should FULLY disclose plans to faculty and staff in a timely manner, pilot all major changes before full deployment whenever possible, and TRULY listen to and employ the feedback that faculty and staff offer.

Options for mac

Better cross-platform collaboration options, especially F2F and virtual

I think a laptop should be provided to all faculty.

Respond and follow up on requests to fix issues. I sometimes takes months to get an issue resolved and escalation to higher authority. Very frustrating

Technology should not be an excuse not to attend class; it became a crutch for students

Communication. I got three emails from students last night telling me they couldn't submit homework because something was down. They each assumed it was just THEM. Therefore, I lost 10 minutes today on those 3 emails. Tech Commons needs a way to inform campus if an outage lasts over 30 minutes. It should be through school email and/or on the front page of the school website, just like snow days are.

Not sure

pick on platform to stream on and make all faculty and adjuncts use that platform. It is ridiculous to make students use more than one different platform.

Better instruction on the use of these technologies. IT does not offer quality training.

See above.

No Idea

We need more techs to support the technology

Faculty need to learn how to use

Multiple cameras in classrooms so that faculty don't have to stand right in front of computer during entire lecture.

Instead of hiring so many app developers we should invest in better overall info structure, like enhancing the general WiFi strength on campus.

I think the university responded in the cheapest way possible and for faculty it made it even harder to adapt. I think the overall universities lack of forcing departments to utilize blackboard also created additional things for those utilizing the LMS. Overall I think blackboard is a terrible LMS compared to other platforms like canvas.

What do you think could be improved regarding technology use in response to...

I think we could take Covid out of the equation and just do a good job

Instructor stations consistent across campus.

Q19 - Please use this space to provide any additional comments.

Please use this space to provide any additional comments.

Everything takes us 50% longer than before we used the livestreaming technology. Not as much business can be conducted in a virtual meeting as in a meeting face-to-face and as such, much work/information is not completed/passed along in as timely a manner.

I am very satisfied with the technology that I am using for instruction, but only because my colleague and I wrote a grant to get technology that can be used to write math concepts on a Mimio device - either a bar in the classroom or a MimioPad during webex meetings. If we had not gotten the HEPC Course Enhancement grant, the teaching math digitally during COVID-19 would have been a disaster. We also purchased Crowdmark which allows us to grade homework digitally.

IT deserves a HUGE thank you for responding quickly to technology problems in classrooms!

streaming requirements must stop once the pandemic passes without giving us good technology to do it -- to require it moving forward requires true investment in the technology that I don't believe there is political will here to pursue

Tech Commons and IT have been very responsive during this time.

Students are having a great deal of trouble accessing WebEx on their personal computers. Zoom would be so much better.

I know that these last 2 years have been difficult. The more virtual we do, the students are expecting it and appear to be doing less. More time is invested outside the classroom for student learning, because the opportunity virtually is not embraced. The imbalance can be unfair to students and staff.

The IT dept is very helpful and courteous, although at times they may be overwhelmed and hence an immediate response/corrective need may not be available/provided

Thank you for the opportunity to provide feedback!

PLEASE get Jeff more help. He is amazing at his job but I am afraid he will leave due to burnout!

It was not easy for any of us, faculty, students, administration. For faculty, we had to basically teach an online class and a podium class at the same time. That said, it is understandable, given the circumstances. We all got better at technology during the pandemic. Still, I would prefer we continue to emphasize face to face classes.

Students often lack technology on their end to benefit... e.g., sign in from a phone versus sitting at a work area; not turning cameras on; not turning speakers on... mostly signing in as if they were in class.

Another minor annoyance is that the techies will answer what they assume is the help desk question and then IMMEDIATELY close the ticket, without asking us if they understood our question and we understood and could successfully implement their solution. Often, those follow-ups after closed tickets get lost. I'm still waiting for one from 2 weeks ago. I figured it out myself, but it would have been nice to hear back, and get confirmation that my solution was the best option. There's another one I sent into the void at the start of the school year; it's week 10 and I never heard back. These annoyances and lack of communication build up over time and lead to the faculty perception that Tech Commons is mismanaged and yet another stressor in our lives. Yes, faculty do appreciate the tech assistance from specific individuals, but the lack of communication and mismanagement of tickets color everything.

Sometimes another user of the classroom makes changes to the computer/A/V setup that screw things up.

Tickets that involve Blackboard take far too long to be answered and resolved. Weeks go by before there is even a response from IT.

Don't always blame the technology for lack of knowledge

Please use this space to provide any additional comments.

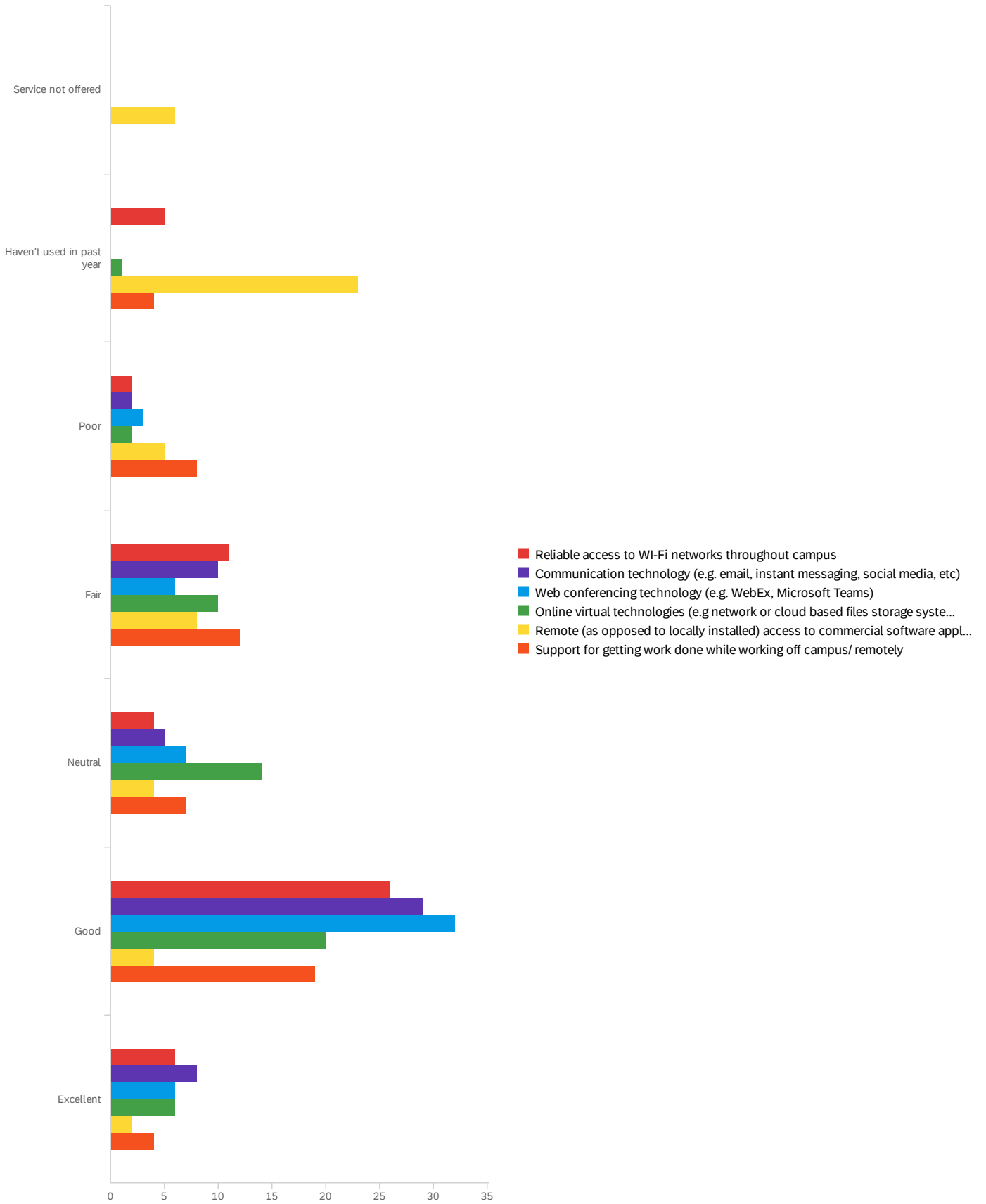
Implementation of Blackboard changes the first week of class and at midterm were very poorly timed.

Plan to implement interface updates any week but midterm week, and notify people when banner is down for multiple hours during advising for Spring term.

Doing a blackboard update in the middle of a semester is disrespectful to faculty and to students who pay for an education. Additional barriers created were unnecessary. Thank you to Jeff and his team for always being willing to help and going above and beyond.

It would be nice if the system didn't time out and crash

Q1 - Thinking about the past year, please rate your experience with the following technology-enhanced connection and communication resources provided by Fairmont State University.



Field Minimum Maximum Mean Std Deviation Variance Count

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Reliable access to WI-Fi networks throughout campus	2.00	7.00	5.15	1.45	2.09	54
2	Communication technology (e.g. email, instant messaging, social media, etc)	3.00	7.00	5.57	1.06	1.13	54
3	Web conferencing technology (e.g. WebEx, Microsoft Teams)	3.00	7.00	5.59	1.01	1.02	54
4	Online virtual technologies (e.g network or cloud based files storage system, web portals)	2.00	7.00	5.28	1.12	1.26	53
5	Remote (as opposed to locally installed) access to commercial software applications (e.g. MATLAB, SPSS, etc)	1.00	7.00	3.02	1.63	2.67	52
6	Support for getting work done while working off campus/ remotely	2.00	7.00	4.76	1.44	2.07	54

#	Field	Service not offered	Haven't used in past year	Poor	Fair	Neutral	Good	Excellent
1	Reliable access to WI-Fi networks throughout campus	0.00% 0	9.26% 5	3.70% 2	20.37% 11	7.41% 4	48.15% 26	11.11% 6
2	Communication technology (e.g. email, instant messaging, social media, etc)	0.00% 0	0.00% 0	3.70% 2	18.52% 10	9.26% 5	53.70% 29	14.81% 8
3	Web conferencing technology (e.g. WebEx, Microsoft Teams)	0.00% 0	0.00% 0	5.56% 3	11.11% 6	12.96% 7	59.26% 32	11.11% 6
4	Online virtual technologies (e.g network or cloud based files storage system, web portals)	0.00% 0	1.89% 1	3.77% 2	18.87% 10	26.42% 14	37.74% 20	11.32% 6
5	Remote (as opposed to locally installed) access to commercial software applications (e.g. MATLAB, SPSS, etc)	11.54% 6	44.23% 23	9.62% 5	15.38% 8	7.69% 4	7.69% 4	3.85% 2
6	Support for getting work done while working off campus/ remotely	0.00% 0	7.41% 4	14.81% 8	22.22% 12	12.96% 7	35.19% 19	7.41% 4

Showing rows 1 - 6 of 6

Q2 - Is there anywhere on campus where you would like to see wireless access enhanced or expanded.

Is there anywhere on campus where you would like to see wireless access enh...

Falcon Center cell phone access can be hard to use

College of Nursing - one of the instructor for LPN says she cannot use her laptop wirelessly because it drops signal. She always has to be hard wired.

NA

Classrooms. It gets bogged down when students have to use their laptops and the system is already overloaded with phones being connected.

All classrooms in Hardway!

football field

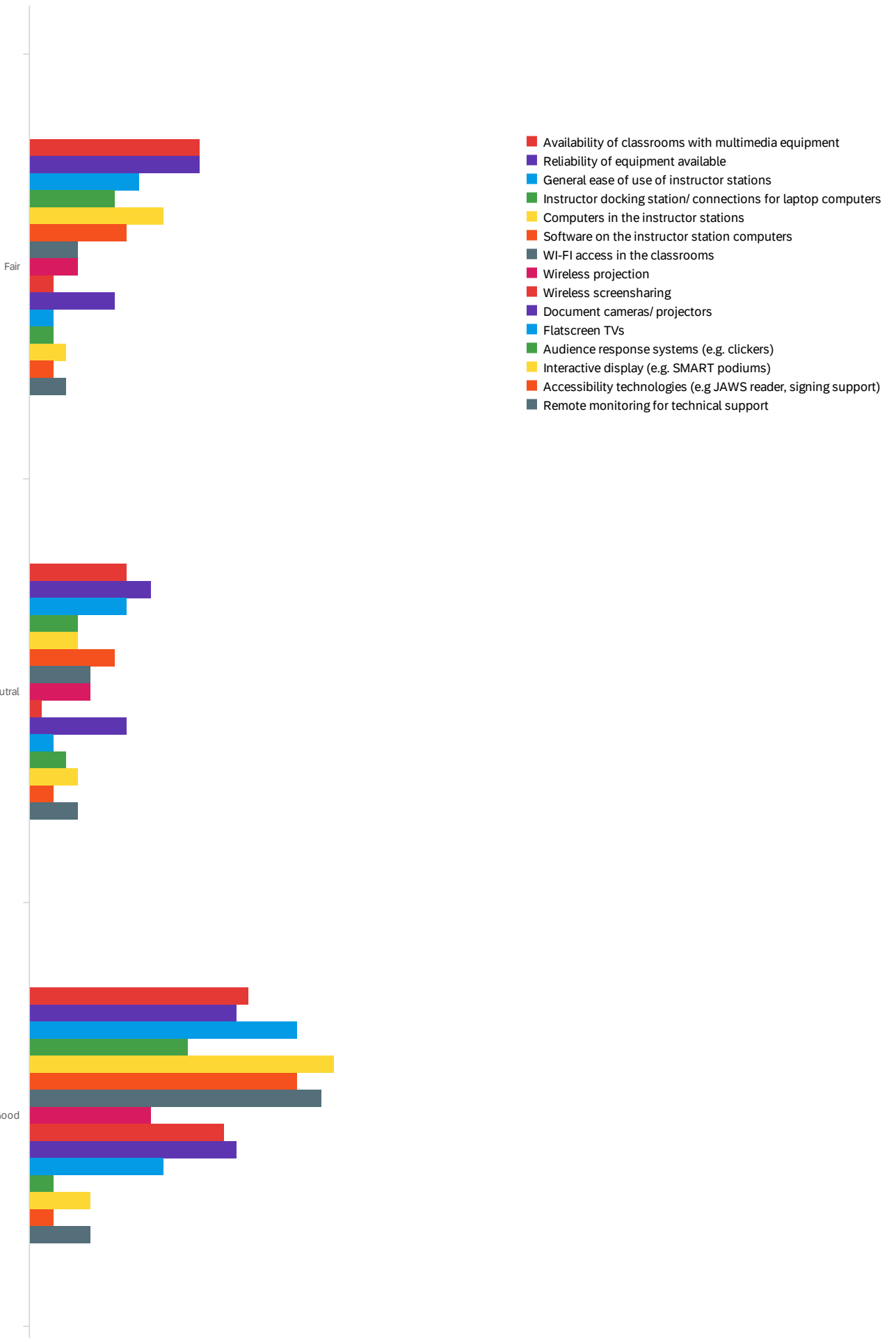
I think the wireless access is fine.. it's what you use to access them that is the problem.

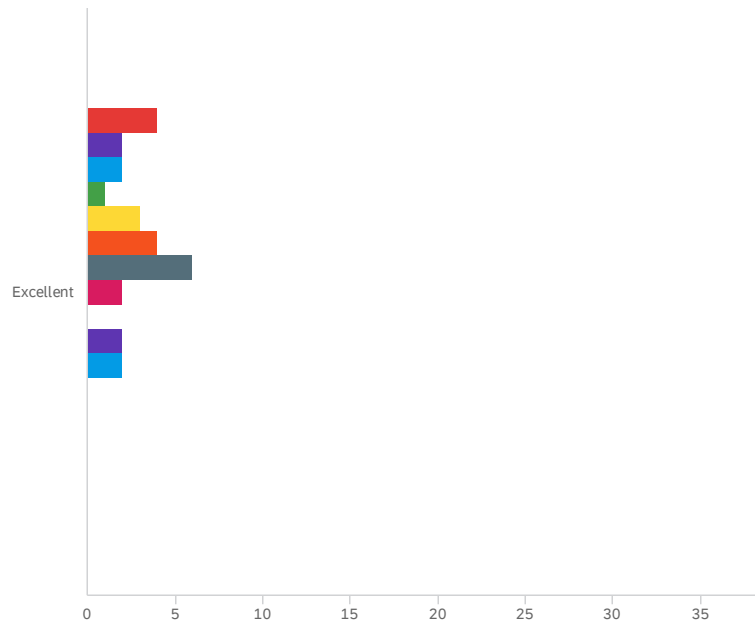
The dorms were having issues early in the semester. I don't know if that got fixed.

Hunt Haught Hall

O

Tickets stay open for ever, we have had faculty retire and return to serve as adjuncts and they lost their blackboard access to never have it returned





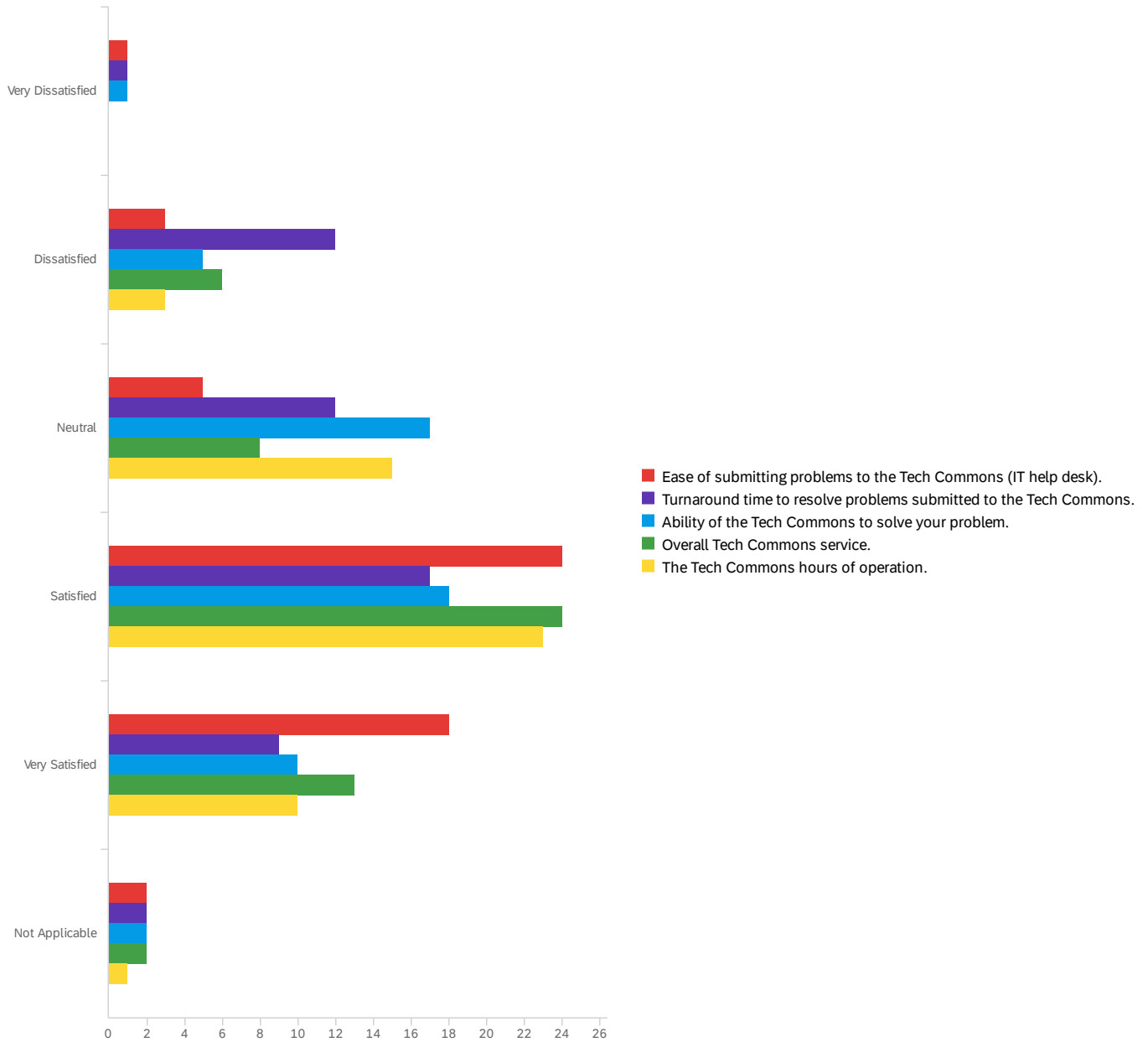
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Availability of classrooms with multimedia equipment	2.00	7.00	4.83	1.36	1.84	53
2	Reliability of equipment available	1.00	7.00	4.68	1.34	1.80	53
3	General ease of use of instructor stations	1.00	7.00	4.77	1.45	2.10	53
4	Instructor docking station/ connections for laptop computers	1.00	7.00	3.57	1.82	3.30	53
5	Computers in the instructor stations	1.00	7.00	4.90	1.53	2.36	52
6	Software on the instructor station computers	1.00	7.00	4.83	1.63	2.64	52
7	WI-FI access in the classrooms	2.00	7.00	4.96	1.61	2.60	53
8	Wireless projection	1.00	7.00	3.33	1.94	3.76	52
9	Wireless screensharing	1.00	6.00	3.27	2.00	4.00	51
10	Document cameras/ projectors	1.00	7.00	4.26	1.72	2.95	53
11	Flatscreen TVs	1.00	7.00	3.02	1.99	3.94	53
12	Audience response systems (e.g. clickers)	1.00	6.00	2.21	1.20	1.45	53
13	Interactive display (e.g. SMART podiums)	1.00	6.00	2.51	1.55	2.40	53
14	Accessibility technologies (e.g. JAWS reader, signing support)	1.00	6.00	2.15	1.14	1.30	53
15	Remote monitoring for technical support	1.00	6.00	2.65	1.49	2.23	52

#	Field	Service Not Offered	Haven't Used	Poor	Fair	Neutral	Good	Excellent
1	Availability of classrooms with multimedia equipment	0.00% 0	5.66% 3	11.32% 6	26.42% 14	15.09% 8	33.96% 18	7.55% 4
2	Reliability of equipment available	1.89% 1	3.77% 2	13.21% 7	26.42% 14	18.87% 10	32.08% 17	3.77% 2
3	General ease of use of instructor stations	1.89% 1	5.66% 3	15.09% 8	16.98% 9	15.09% 8	41.51% 22	3.77% 2
4	Instructor docking station/ connections for laptop computers	7.55% 4	37.74% 20	7.55% 4	13.21% 7	7.55% 4	24.53% 13	1.89% 1
5	Computers in the instructor stations	3.85% 2	5.77% 3	7.69% 4	21.15% 11	7.69% 4	48.08% 25	5.77% 3
6	Software on the instructor station computers	3.85% 2	9.62% 5	7.69% 4	15.38% 8	13.46% 7	42.31% 22	7.69% 4
7	WI-FI access in the classrooms	0.00% 0	11.32% 6	15.09% 8	7.55% 4	9.43% 5	45.28% 24	11.32% 6
8	Wireless projection	19.23% 10	28.85% 15	11.54% 6	7.69% 4	9.62% 5	19.23% 10	3.85% 2
9	Wireless screensharing	19.61% 10	35.29% 18	7.84% 4	3.92% 2	1.96% 1	31.37% 16	0.00% 0
10	Document cameras/ projectors	1.89% 1	24.53% 13	9.43% 5	13.21% 7	15.09% 8	32.08% 17	3.77% 2
11	Flatscreen TVs	20.75% 11	45.28% 24	1.89% 1	3.77% 2	3.77% 2	20.75% 11	3.77% 2
12	Audience response systems (e.g. clickers)	20.75% 11	64.15% 34	1.89% 1	3.77% 2	5.66% 3	3.77% 2	0.00% 0
13	Interactive display (e.g. SMART podiums)	22.64% 12	52.83% 28	1.89% 1	5.66% 3	7.55% 4	9.43% 5	0.00% 0
14	Accessibility technologies (e.g. JAWS reader, signing support)	20.75% 11	66.04% 35	1.89% 1	3.77% 2	3.77% 2	3.77% 2	0.00% 0
15	Remote monitoring for technical support	13.46% 7	57.69% 30	5.77% 3	5.77% 3	7.69% 4	9.62% 5	0.00% 0

Showing rows 1 - 15 of 15

Q3 - Please rate your satisfaction with the following aspects of the Tech Commons

(Fairmont State IT help desk).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ease of submitting problems to the Tech Commons (IT help desk).	1.00	6.00	4.15	0.98	0.96	53
2	Turnaround time to resolve problems submitted to the Tech Commons.	1.00	6.00	3.51	1.18	1.38	53
3	Ability of the Tech Commons to solve your problem.	1.00	6.00	3.70	1.06	1.12	53

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Overall Tech Commons service.	2.00	6.00	3.94	1.00	1.00	53
5	The Tech Commons hours of operation.	2.00	6.00	3.83	0.87	0.76	52

#	Field	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable	Total
1	Ease of submitting problems to the Tech Commons (IT help desk).	1.89% 1	5.66% 3	9.43% 5	45.28% 24	33.96% 18	3.77% 2	53
2	Turnaround time to resolve problems submitted to the Tech Commons.	1.89% 1	22.64% 12	22.64% 12	32.08% 17	16.98% 9	3.77% 2	53
3	Ability of the Tech Commons to solve your problem.	1.89% 1	9.43% 5	32.08% 17	33.96% 18	18.87% 10	3.77% 2	53
4	Overall Tech Commons service.	0.00% 0	11.32% 6	15.09% 8	45.28% 24	24.53% 13	3.77% 2	53
5	The Tech Commons hours of operation.	0.00% 0	5.77% 3	28.85% 15	44.23% 23	19.23% 10	1.92% 1	52

Showing rows 1 - 5 of 5

Q10 - Please use this space to provide any comments about the Tech Commons.

Please use this space to provide any comments about the Tech Commons.

I have a Mac, and can solve most issues myself, but when I do need Tech Commons it takes longer and is resolved successfully less often.

Sometimes there is a misunderstanding of the problems encountered, or when you report two problems, only one is addressed . Sometimes the problem is fixed while the IT staffperson is there and when they leave, the problem reappears.

Those who answer the helpline are very efficient and considerate.

The folks working in the Tech Commons are fantastic -- but they seem to be woefully understaffed.

The expansion of service this semester has been helpful

Sometimes responses are fast. Other times they are not. One classroom I teach in requires me to reset the projector. That entails me having to climb up on a ladder before every class. That does not seem like a good solution.

Usually IT responds very fast. Recently, the response time has dropped for something. Response related to issues impacting instruction is still fast. I am guessing that they are prioritizing because they do not have enough help in the department.

Adjunct in the evening so never available

They do not have enough technicians. Need an experienced employee to be at the tech commons office - not just a student worker. Dan needs more help and more appreciation/recognition - FSU works him too hard.

They are quick to respond and resolve issues

See my previous comments in the COVID text boxes. I didn't know you'd ask here.

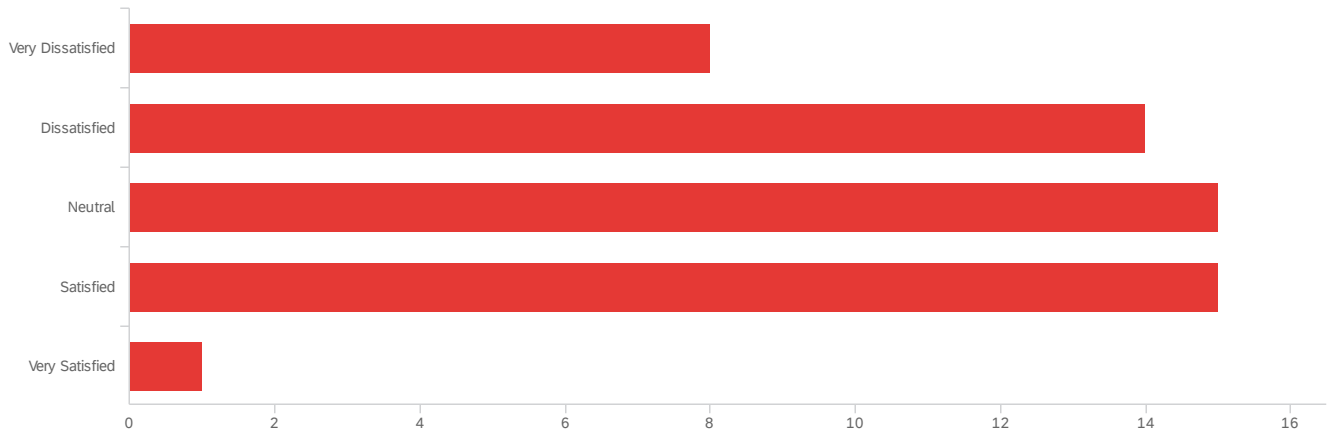
Need to answer the phone.

While you can make a ticket it never gets closed. Long outstanding issues, and international operators are not the solution. Imagine how that care's act money could have been better utilized

I've had problems with blackboard and testing for multiple semesters. It does not seem to every get resolved, no answers are given, and often times it is months before the ticket is closed- and it gets closed without being resolved.

Q6 - How satisfied are you with the ease of navigating the Fairmont State University

website to find what you need?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with the ease of navigating the Fairmont State University website to find what you need?	1.00	5.00	2.75	1.08	1.17	53

#	Field	Choice Count
1	Very Dissatisfied	15.09% 8
2	Dissatisfied	26.42% 14
3	Neutral	28.30% 15
4	Satisfied	28.30% 15
5	Very Satisfied	1.89% 1
		53

Showing rows 1 - 6 of 6

Q26 - In the space below please provide any suggestions you may have for improving the Fairmont State University website.

In the space below please provide any suggestions you may have for improv...

As faculty, there should be direct links to several areas that are not curenlty available--class schedule and limit the clicks one needs to do to get information. For summary class lists, make them easily printable or copied into a spreadsheet. We use this to check for prerequisites and to track some students. The fact that pictures are hard to eliminate or if you do, the spreadsheet still has cells for them and you don't get a consistent list.

I have looked at other university website and Fairmont State website is above average.

identify and correct outdated and/or conflicting information

i exclusively use google to search for stuff on the website -- i never engage with the actual site itself because it is so bad

There is a lot of information that does not seem to be streamlined or easily searched ie Forms

Needs a facelift -

Not changing the login portal mid-semester.

When a system is working fine, it does not make sense to completely redo it on the surface without making any real changes. It seems that the same services are just moved around with no real method. When using the search tool to locate the moved resources, outdated pages and information are often returned. While I understand updating the look of a working system, every change should be systematic, consistent, meaningful, transparent, and announced/explained.

I have to use the search bar for everything.

It does not matter, they will do whatever they want anyway. They have ignored suggestions made over the years.

changing it throughout the semester is difficult for students and faculty

It is extremely difficult to access the course offerings while in advising format.

It's always been difficult to find information on FSU website (contacts, calendars, departments, and then department websites are not consistent).

the new experience portal is challenging - all of the personalized menus do not make a lot of sense. some items that you think should be on a faculty menu are not and you have to go find them on a student or employee menu. Might be nice to have only one or two menus and have the items alphabetized - then have a separate adaptive 'frequently used' menu that is automatically personalized based on what the user has used before and listed in the ranked order of most used to least used - if this is possible.

The department sections and photos need revamped--the other surrounding institutions seem to have more fluid pages

Put notices of outages on the front page. Have them do an audit of departmental pages; my department had one from 2015 still on display.

The new improved My Fairmont State is cluttered and confusing

have someone that understands web sites, design it.

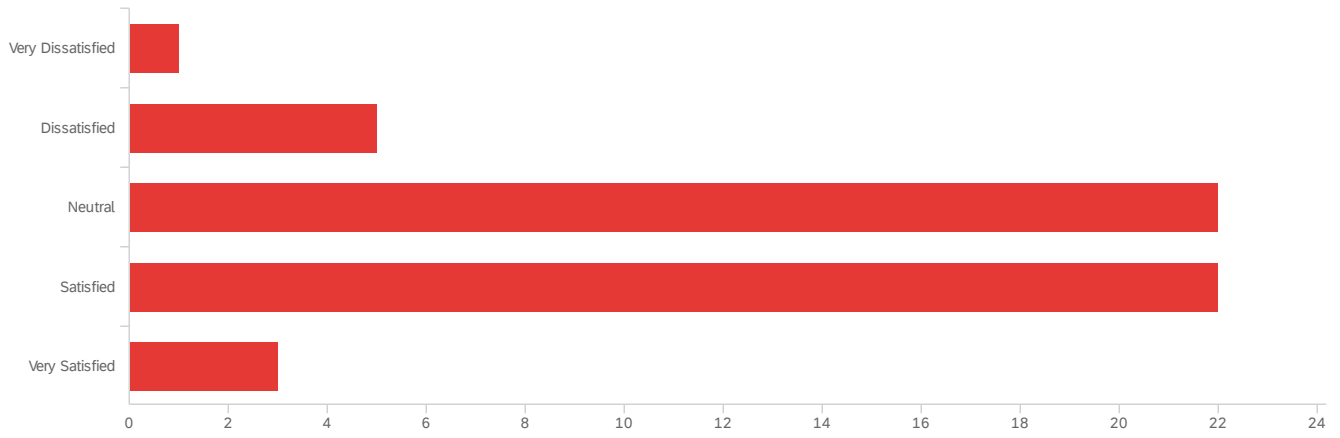
In the space below please provide any suggestions you may have for improv...

So many of the pages are outdated, spelling and grammar issues are on pages.

Directory is not good.

The new update is very confusing

Q7 - How satisfied are you with online help and training materials/ tutorials provided by Fairmont State University?

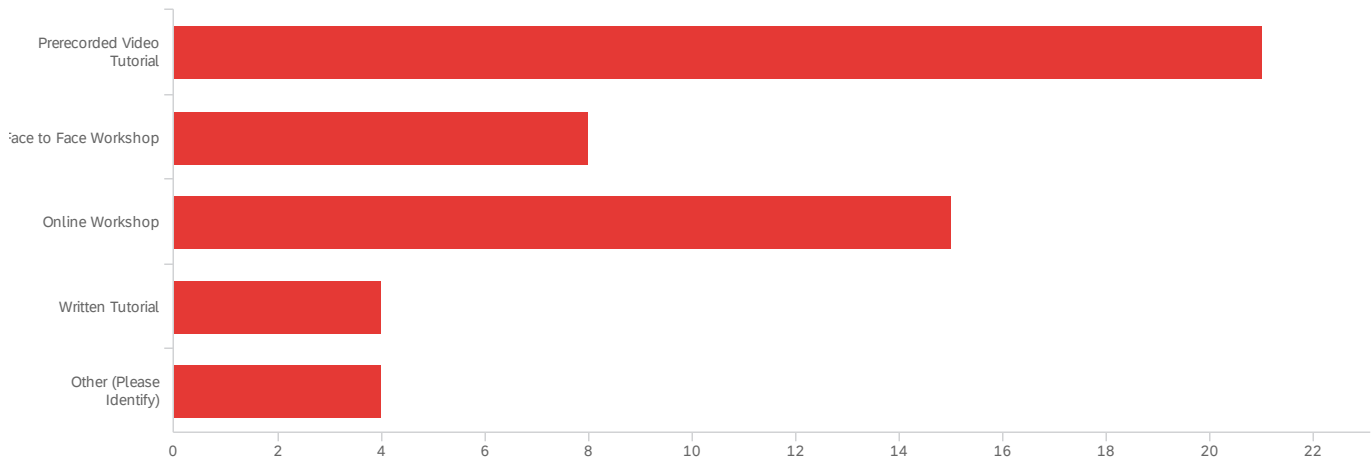


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with online help and training materials/ tutorials provided by Fairmont State University?	1.00	5.00	3.40	0.81	0.65	53

#	Field	Choice Count
1	Very Dissatisfied	1.89% 1
2	Dissatisfied	9.43% 5
3	Neutral	41.51% 22
4	Satisfied	41.51% 22
5	Very Satisfied	5.66% 3
		53

Showing rows 1 - 6 of 6

Q8 - What is your preferred method of receiving training for technology related topics?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your preferred method of receiving training for technology related topics? - Selected Choice	1.00	5.00	2.27	1.27	1.62	52

#	Field	Choice Count
1	Prerecorded Video Tutorial	40.38% 21
2	Face to Face Workshop	15.38% 8
3	Online Workshop	28.85% 15
4	Written Tutorial	7.69% 4
5	Other (Please Identify)	7.69% 4
		52

Showing rows 1 - 6 of 6

Q8_5_TEXT - Other (Please Identify)

Other (Please Identify)

All of the above.

F2F in a computer lab

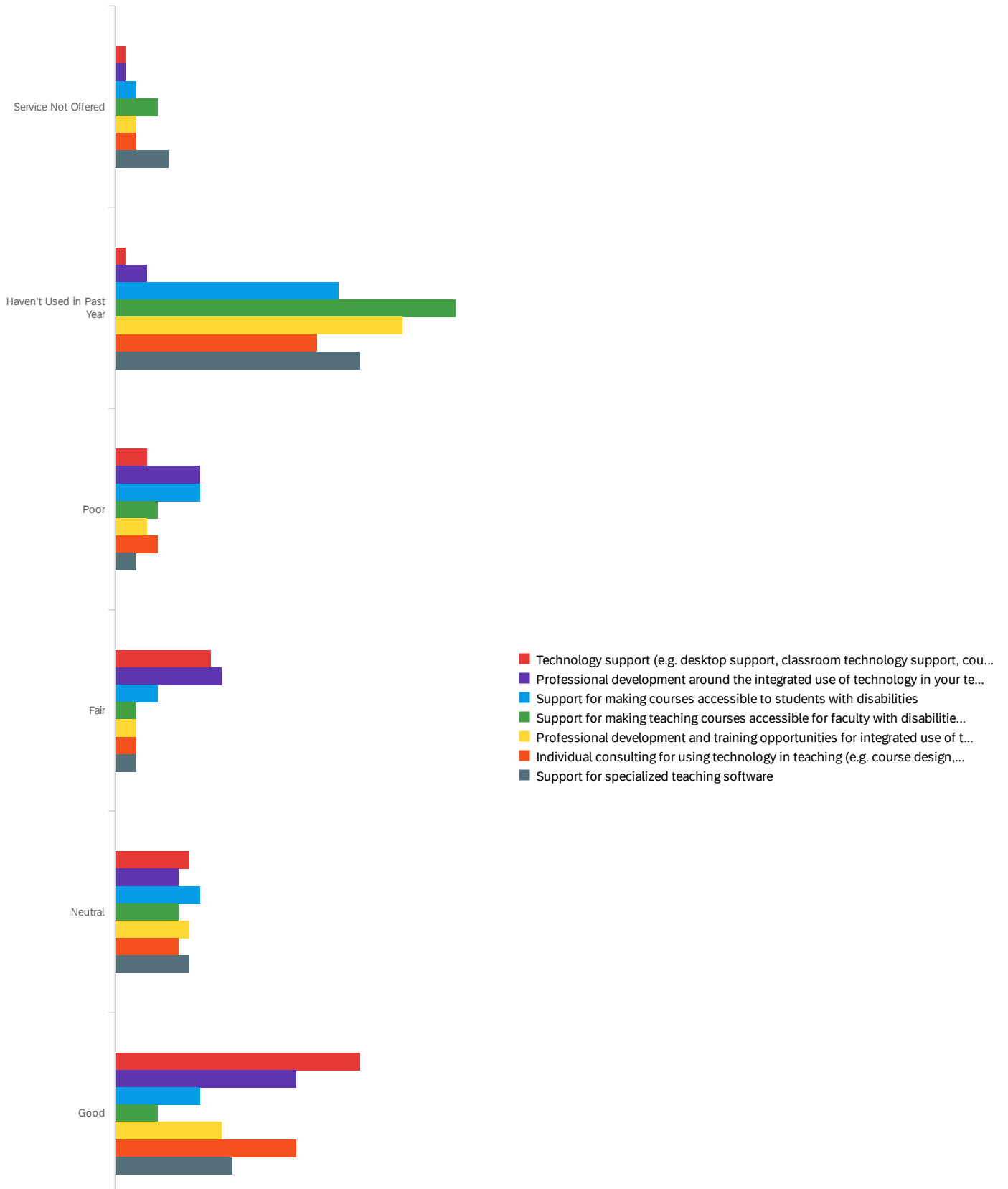
Individualized for when I have problems. I teach myself; I don't have time for trainings during the semester, and when I'm off contract, I'm not going to deal with them.

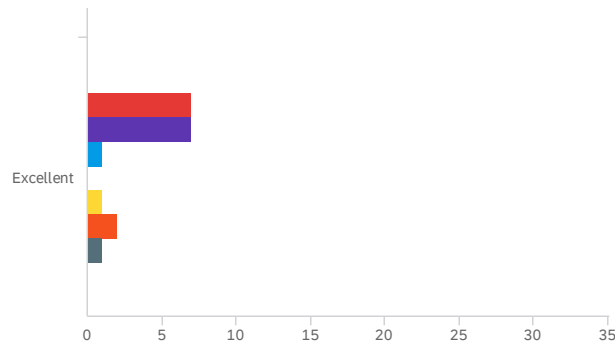
Other (Please Identify)

All of the above depending on the topic and need.

Q20 - Thinking about the past year, please rate your experience with the following

technology support services provided at Fairmont State University.





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Technology support (e.g. desktop support, classroom technology support, course media production support)	1.00	7.00	5.29	1.35	1.82	51
2	Professional development around the integrated use of technology in your teaching, whether face to face or online (e.g. technology training opportunities, incentives, and professional advancement)	1.00	7.00	4.85	1.57	2.48	52
3	Support for making courses accessible to students with disabilities	1.00	7.00	3.44	1.66	2.75	52
4	Support for making teaching courses accessible for faculty with disabilities	1.00	6.00	2.73	1.43	2.04	52
5	Professional development and training opportunities for integrated use of technology in your research	1.00	7.00	3.37	1.78	3.15	52
6	Individual consulting for using technology in teaching (e.g. course design, assignment development, assessment and evaluation)	1.00	7.00	3.96	1.91	3.65	52
7	Support for specialized teaching software	1.00	7.00	3.39	1.88	3.53	51

#	Field	Service Not Offered	Haven't Used in Past Year	Poor	Fair	Neutral	Good	Excellent
1	Technology support (e.g. desktop support, classroom technology support, course media production support)	1.96% 1	1.96% 1	5.88% 3	17.65% 9	13.73% 7	45.10% 23	13.73% 7
2	Professional development around the integrated use of technology in your teaching, whether face to face or online (e.g. technology training opportunities, incentives, and professional advancement)	1.92% 1	5.77% 3	15.38% 8	19.23% 10	11.54% 6	32.69% 17	13.46% 7

#	Field	Service Not Offered	Haven't Used in Past Year	Poor	Fair	Neutral	Good	Excellent
3	Support for making courses accessible to students with disabilities	3.85% 2	40.38% 21	15.38% 8	7.69% 4	15.38% 8	15.38% 8	1.92% 1
4	Support for making teaching courses accessible for faculty with disabilities	7.69% 4	61.54% 32	7.69% 4	3.85% 2	11.54% 6	7.69% 4	0.00% 0
5	Professional development and training opportunities for integrated use of technology in your research	3.85% 2	51.92% 27	5.77% 3	3.85% 2	13.46% 7	19.23% 10	1.92% 1
6	Individual consulting for using technology in teaching (e.g. course design, assignment development, assessment and evaluation)	3.85% 2	36.54% 19	7.69% 4	3.85% 2	11.54% 6	32.69% 17	3.85% 2
7	Support for specialized teaching software	9.80% 5	45.10% 23	3.92% 2	3.92% 2	13.73% 7	21.57% 11	1.96% 1

Showing rows 1 - 7 of 7

Q9 - Please use this space to discuss your thoughts on software you use as part of your work in more detail.

Please use this space to discuss your thoughts on software you use as part...

"Nuetral" made me smile

If not for a grant written last summer by two members of the math department, both software and hardware, I would not have had as much success with the technology as I have. Still, each of these required troubleshooting, practice prior to use in the classroom and glitches along the way--and training, sometimes outside of the university.

I use MimioTeach with either a Bar or a MimioPad to deliver lectures and post notes after class. Technology support has been good with this.

I am wondering which schools are getting all of these resources (this screen and a few screens back). I would like these resources and wondering if they are provided to some areas of campus, why are they not available to everyone.

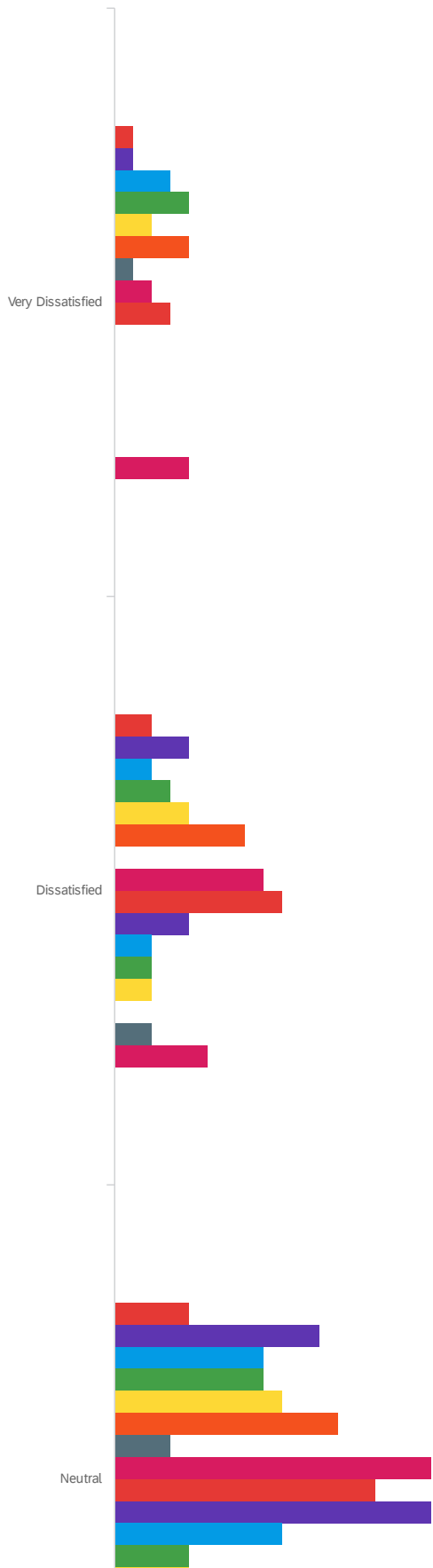
Changes in computer access in the middle of a term? Who planned this? Confused the heck out of students and I had to do a lot of extra work helping them

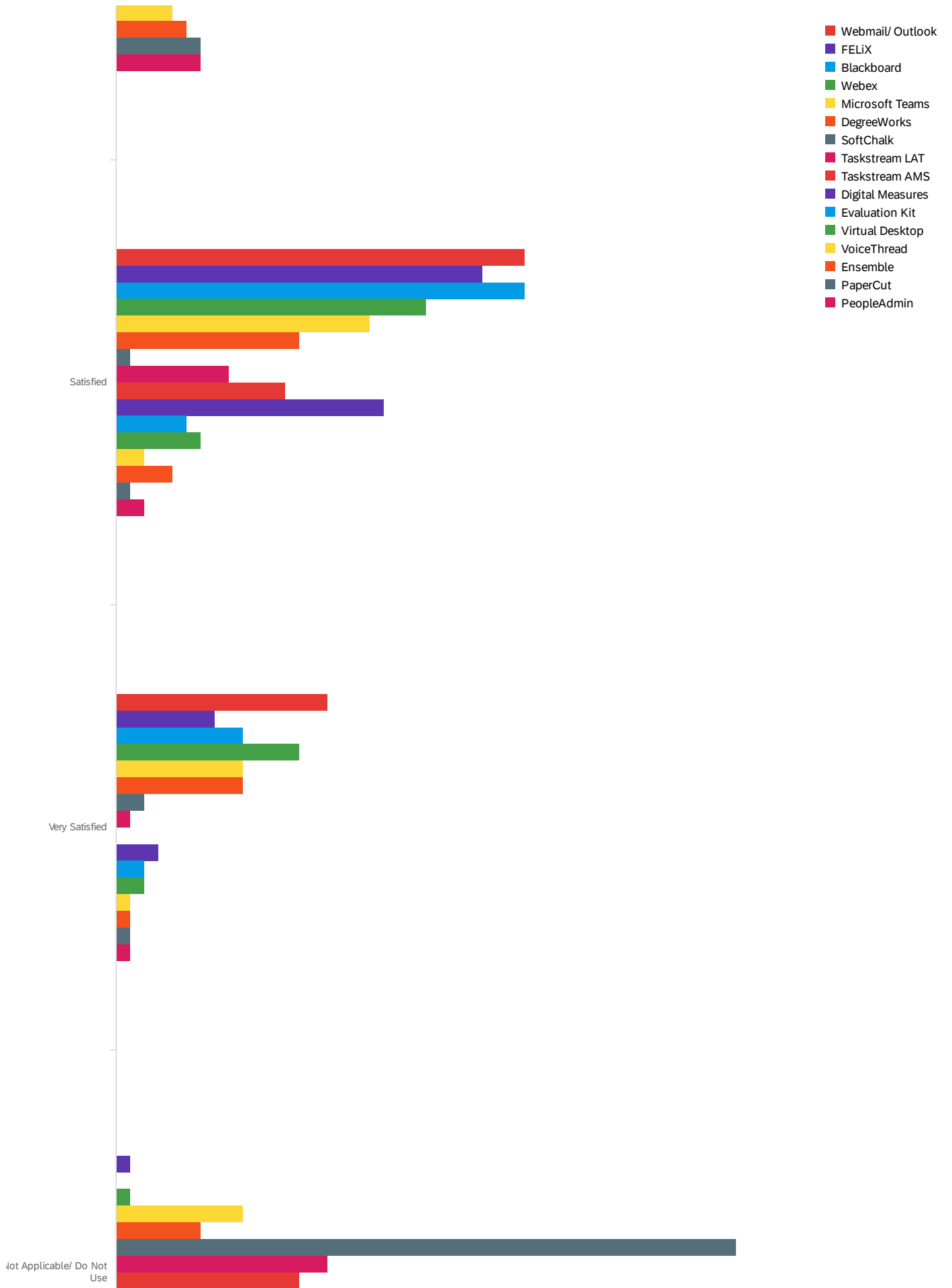
I wanted to comment about accessibility--With the first new version of BB, the default font color was grey. It only looked black when the font was small. I asked Tech Commons and never got an answer back. So, I spent that semester enlarging and changing the text of every single item, announcement, quiz, discussion board, etc. on BB. I don't want to think about the hours of time I wasted doing that instead of grading. D2L/Brightspace also has a very easy recording system for faculty comments if they can't type. I believe BB has the prof save the comment on their computer and then upload it in the comments section. It's just clunky.

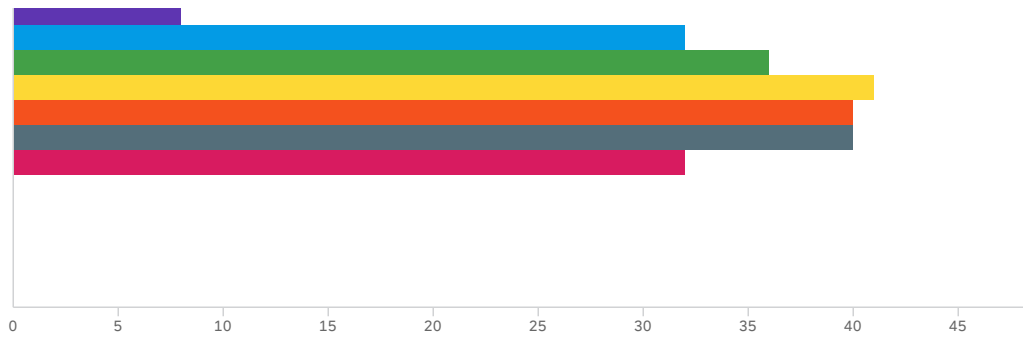
first of all it would be useful to have someone in technology that has some teaching experience to help faculty with the options available for presentation of material, what works best etc. Just having someone that can trouble shoot the software, is not enough. We need someone to give advice on how to present the material. All faculty should be using the same general methods of presentation. THis should be required, so that students have some standard for any online portion of their classes. For example the syllabus should all be in exactly the same place. The landing place in BB should always be the same. There should be a place that students know to start in any online portion of a course. etc. Second point. THe faculty training on how to use any hardware or software is awful. IT looks as if it was cobbled together 5 minutes before the training starts. A lot of times it is just someone rapidly clicking around on a computer. YOU need to fix that. It is a big waste of my time. Either get someone to present who knows how to do this of get an online walk through that faculty can use. Right now I use other university training materials. Because they are useful.

Often times it is the same topics of training for professional development as in years past. Often the department I am in is more in the know regarding utilization of these technologies and customization than those teaching the trainings.

Q4 - Please rate your satisfaction with the following information systems / software.







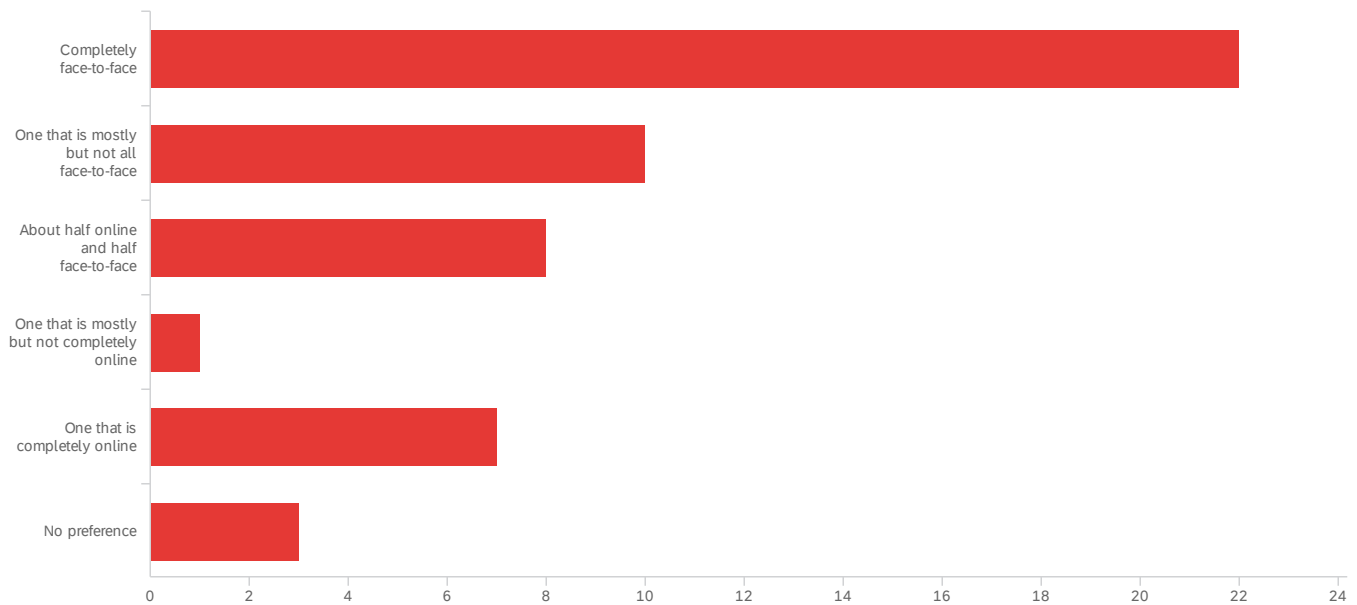
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Webmail/ Outlook	1.00	5.00	4.08	0.84	0.70	51
2	FELIX	1.00	6.00	3.74	0.93	0.87	50
3	Blackboard	1.00	5.00	3.76	0.98	0.96	51
4	Webex	1.00	6.00	3.78	1.18	1.38	51
5	Microsoft Teams	1.00	6.00	4.08	1.31	1.72	51
6	DegreeWorks	1.00	6.00	3.67	1.42	2.03	51
7	SoftChalk	1.00	6.00	5.65	1.01	1.01	51
8	Taskstream LAT	1.00	6.00	3.84	1.58	2.49	51
9	Taskstream AMS	1.00	6.00	3.71	1.56	2.44	51
10	Digital Measures	2.00	6.00	3.88	1.15	1.32	51
11	Evaluation Kit	2.00	6.00	5.06	1.35	1.82	50
12	Virtual Desktop	2.00	6.00	5.32	1.19	1.42	50
13	VoiceThread	2.00	6.00	5.50	1.14	1.29	50
14	Ensemble	3.00	6.00	5.52	1.00	1.01	50
15	PaperCut	2.00	6.00	5.42	1.22	1.48	50
16	PeopleAdmin	1.00	6.00	4.74	1.81	3.27	50

#	Field	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable/ Do Not Use	Total
1	Webmail/ Outlook	1.96% 1	3.92% 2	7.84% 4	56.86% 29	29.41% 15	0.00% 0	51

#	Field	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable/ Do Not Use	Total
2	FELiX	2.00% 1	8.00% 4	22.00% 11	52.00% 26	14.00% 7	2.00% 1	50
3	Blackboard	5.88% 3	3.92% 2	15.69% 8	56.86% 29	17.65% 9	0.00% 0	51
4	Webex	7.84% 4	5.88% 3	15.69% 8	43.14% 22	25.49% 13	1.96% 1	51
5	Microsoft Teams	3.92% 2	7.84% 4	17.65% 9	35.29% 18	17.65% 9	17.65% 9	51
6	DegreeWorks	7.84% 4	13.73% 7	23.53% 12	25.49% 13	17.65% 9	11.76% 6	51
7	SoftChalk	1.96% 1	0.00% 0	5.88% 3	1.96% 1	3.92% 2	86.27% 44	51
8	Taskstream LAT	3.92% 2	15.69% 8	33.33% 17	15.69% 8	1.96% 1	29.41% 15	51
9	Taskstream AMS	5.88% 3	17.65% 9	27.45% 14	23.53% 12	0.00% 0	25.49% 13	51
10	Digital Measures	0.00% 0	7.84% 4	33.33% 17	37.25% 19	5.88% 3	15.69% 8	51
11	Evaluation Kit	0.00% 0	4.00% 2	18.00% 9	10.00% 5	4.00% 2	64.00% 32	50
12	Virtual Desktop	0.00% 0	4.00% 2	8.00% 4	12.00% 6	4.00% 2	72.00% 36	50
13	VoiceThread	0.00% 0	4.00% 2	8.00% 4	4.00% 2	2.00% 1	82.00% 41	50
14	Ensemble	0.00% 0	0.00% 0	10.00% 5	8.00% 4	2.00% 1	80.00% 40	50
15	PaperCut	0.00% 0	4.00% 2	12.00% 6	2.00% 1	2.00% 1	80.00% 40	50
16	PeopleAdmin	8.00% 4	10.00% 5	12.00% 6	4.00% 2	2.00% 1	64.00% 32	50

Showing rows 1 - 16 of 16

Q21 - In what type of learning environment do you prefer to teach?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In what type of learning environment do you prefer to teach?	1.00	6.00	2.41	1.64	2.67	51

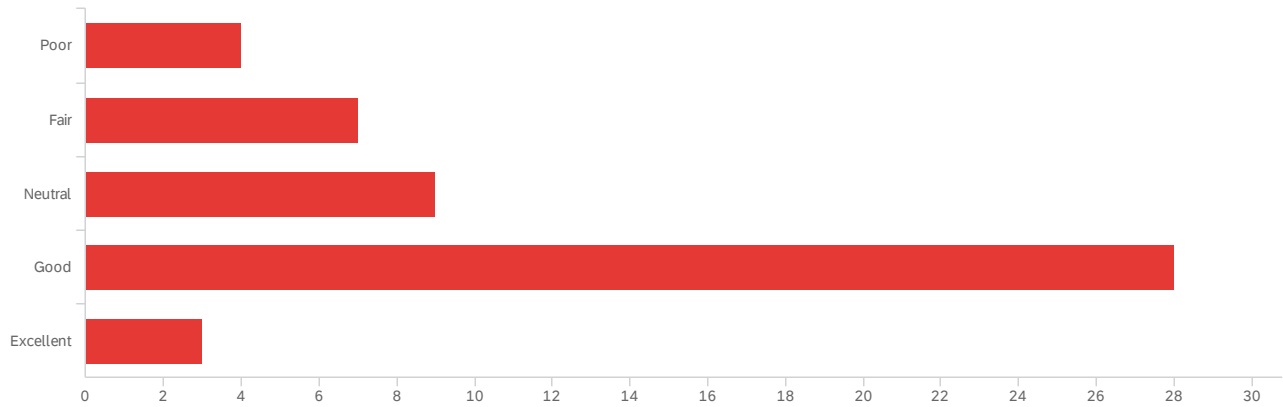
#	Field	Choice Count
1	Completely face-to-face	43.14% 22
2	One that is mostly but not all face-to-face	19.61% 10
3	About half online and half face-to-face	15.69% 8
4	One that is mostly but not completely online	1.96% 1
5	One that is completely online	13.73% 7
6	No preference	5.88% 3

51

Showing rows 1 - 7 of 7

Q22 - How would you describe your overall technology experience at Fairmont State

University?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you describe your overall technology experience at Fairmont State University?	1.00	5.00	3.37	1.05	1.10	51

#	Field	Choice Count
1	Poor	7.84% 4
2	Fair	13.73% 7
3	Neutral	17.65% 9
4	Good	54.90% 28
5	Excellent	5.88% 3
		51

Showing rows 1 - 6 of 6

Q23 - Use this space to provide any additional comments regarding your technology experience at Fairmont State University.

Use this space to provide any additional comments regarding your technology...

If I am at the University, technology needs are fine. If I had to do things at home, without the grand and the use of a Mimio tablet, things would have been very difficult. Internet connections outside of the University can be spotty and the other software/hardware available at home is not as easily used.

My overall experience has been excellent with Webex and Mimio devices. The Technology I use has been excellent for virtual instruction. This technology was provided by a grant, not the University.

Preference to teach. Although I do not have a preference, I do feel that we are moving to an era that is going to require that we evolve to more Online programs including ASN

I have a decent technology background, so I have been able to manage most of the issues I have encountered. However, even I have found it difficult to quickly identify and remedy problems that are caused by untimely, untested, unannounced, and/or mismanaged deployments of system-wide changes. These have resulted in several minor and major disruptions that impact student performance within the terms of instruction and impact retention from term to term. I can only imagine how frustrating and impactful this is for colleagues who only have minimal technical skills and experience. I implore administrators in IT to please develop a more systematic approach to changing technologies. If a long-term plan is in place, I ask that IT consider greater transparency and communication with Faculty, Staff, and Students in a more consistent and timely manner. If a plan is not in place, I suggest a plan be developed by a team comprised of members of IT, Faculty, Staff, and administrators.

I want laptop docking stations in my classrooms!!!!!! I hate using the classroom computer.

When the new "My Experience" changed, my remote desktop times out very quickly; If I am on the Cisco anywhere connect, I am unable to access any webpages within FSU or outside of FSU so I have to disconnect, go to the website, re-connect; VoiceThread is great but difficult to use, we need step-by-step instructions for our students and more support for it

DegreeWorks is a disaster. It is often inaccurate. I prefer using Banner transcripts to advice. Microsoft Teams is excellent, as is Blackboard. Outlook is fairly good. Taskstream is the worst technology we've ever had here, the most user-unfriendly software I've ever experienced. Yet, here we are 10 years later. I must be the only one thinking this.

Prefer face to face lecture with respondus proctoring for exams

The blackboard gradebook to felix integration is a good idea but does not work. i had columns in my courses with those names already and so when i imported my courses I then had two of each. tried deleting mine but still would not work. i'll try to fix when i do export/import this semester but was surprised this didn't come out in testing before it was deployed.

For undergrads and incoming students, they don't respond well to hybrid teaching... do not turn in assignments, etc. Juniors and seniors can handle hybrid 2. The student excuses I hear often is "my Internet was down" or "my laptop didn't work" and I respond: 'why didn't you come on campus and use computers in the library?' Remote learning gives the younger students a lot of excuses and adds to poor performance.

You didn't have the choice of learning environment that I use; I am remote synchronous. My students have access to recorded lectures as homework and then we meet through Webex for discussion, review, and activities. It gives me the facetime while also providing them with flexibility. If they miss class, it's recorded. .

IT appears to be understaffed. Sometimes issues are resolved quickly, other times it takes a while.

The training that has been provided has been poor. In addition, at times IT has presented on software applications that we did not have yet. That is a waste of time and effort by faculty. I see software on this survey that I have never heard of, and this should not be the case. IT is understaffed and are not professional educators or trainers.

Use this space to provide any additional comments regarding your technology...

Please be my thoughtful in the timing for launching new IT initiatives. Changing to the Experience portal at mid-term was not well thought out, in my opinion.

I should have mentioned earlier in the survey that the room I teach in needs microphones to pick up students' comments and questions so other students live streaming the class can hear the discussions. IT does a good job despite being understaffed.

Don't blame technology for faculty lack of skill

These questions present a reality that doesn't include a COVID threat of exchange. We all want to return to face to face but it's not an option at this point and the longer we are away from that model the more students who are going to prefer the online or flex model.

End of Report