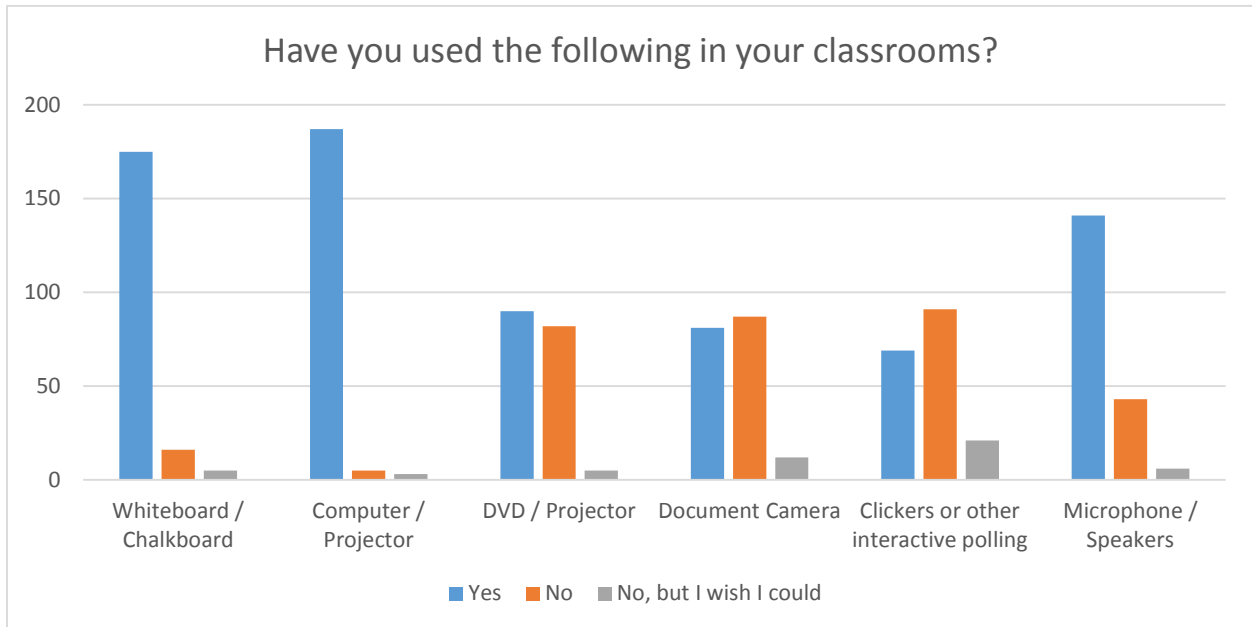


**UCR Classroom Instructor Survey**  
**Undergraduate Education**  
**February 8, 2017**

This brief provides information and results from the UCR Classroom Instructor Survey presented to UCR faculty from January 16 – January 27, 2017. The survey contained three central questions related to current teaching practices amongst faculty and desired classroom capabilities moving forward. The Vice Provost of Undergraduate Education delivered the survey via a link in an email to the faculty listserv at UCR. Of approximately 800 recipients, 202 individuals responded before the close of the survey.



**Question 1: Have you used the following in your classrooms?**

The vast majority of faculty use a whiteboard or chalkboard, computer and projector, and (to a lesser degree) a microphone and speakers for voice amplification. Where there was an indication of, ‘No, but I wish I could,’ respondents were asked a follow-up question of why they were unable to use the indicated tool. The majority of those cases were because the technology in question either was not available, was inaccessible or in disrepair. The one exception to this: for clickers, faculty expressed concerns over costs and a lack of a clear way to include them in their current lesson plans.

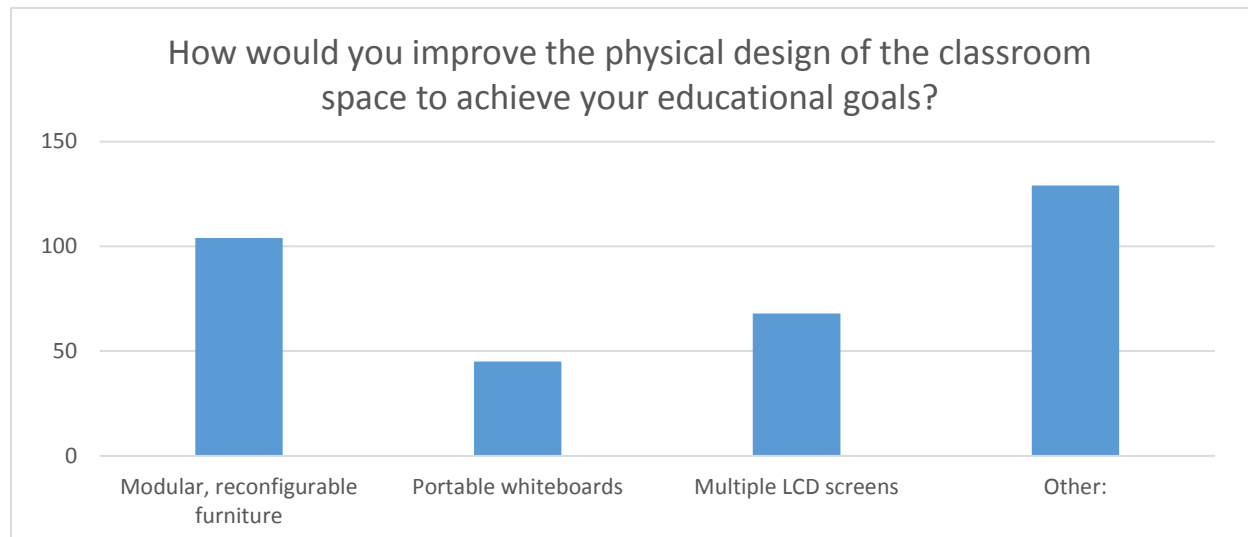
Faculty had the option to provide a free-form “other” option. A quarter of those free-form responses mirrored in some way the options above (example: “My laptop”/“laptop”, matching significantly the “computer/projector” option). However, there were several responses here, and reflected below, indicating the desire to have dual projectors that can project different content.

**Question 2: How would you improve the physical design of the classroom space to achieve your educational goals?**

There were 173 responses to the second question. The need for modular furniture that would enable easy classroom discussion and small-group work was a common theme both in the selection box and in

the “other”, free-form comments section. Here again the need for projectors or screens that can project different images came out as a key feature both in comments and in the selection box.

Other common themes from the comments: usable whiteboards, not covered by the projector screen and accessible to students (24), Flexible space even for large classrooms (22), enough rooms with adequate space (19), lighting appropriate for the space (15), split projector screens (8), general repair (8), and power for laptops so students can work in groups (6).



### Question 3: What additional classroom tools or training would help achieve a better teaching and learning experience?

This was an open-ended response with 108 individual responses. Although content varied widely, there were several main themes. Over half the responses indicated a need for improved classroom maintenance (54). This was about evenly split between physical maintenance (chairs, lighting, &c.) and technology maintenance (broken projectors, screen location, &c.). There were also a significant number (19) of requests for specific software or software that could be configured to work in ways other than the defaults.

The next largest category was around the need for training (19). This included both simple, ready-at-hand instructions on how to use currently deployed technology as well as requests for faculty observation and course-specific or discipline-specific guidance. Efficient use of this time is of utmost importance, and there were several suggestions to make the courses available ‘on-demand’.

Classroom space (9) and configuration (9) also emerged as important topics, repeating to some degree comments contained in the prior question. They also reflected the desire to have meaningful whiteboard space available to students (5), split screen projectors (7), and the ability to screencast devices other than just computers/laptops.

### Conclusion

UCR has the opportunity to improve the teaching experience with more flexible physical space, but both old and new classrooms need mechanisms by which they can be adequately maintained.