

# **Learning Resources Subcommittee Strategy Paper**

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## Table of Contents

	Page
Introduction	1
I. Charge to the Committee/Situation Analysis	1
II. Key Assumptions Used	2
III. Findings/Conclusions and Strategic Recommendations	3
IV. Resource and/or Policy Implications	10
Appendices	
1. Approach/Chronology of Activity	A-1
2. Consultation Activity	A-2
3. Data	A-3
4. Reference documents	A-22
5. Additional Responses to the Initial Strategic Questions	A-26

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## Introduction

Change is an evolutionary process. Many colleges and universities, including TCU, are experiencing environmental and other shifts that include increased competition, technological change, an atmosphere of controlled resources, and/or a need to respond to too many priorities at the same time. Though most of these elements are external to the institution, some are caused by internal forces.

In the 21<sup>st</sup> century one of the significant areas of transformation in higher education is the academic teaching and learning environment. The changes are being driven by a variety of stimuli, including such elements as the knowledge and experience levels of students, introduction of different technological tools, increased availability of and access to data and information, an upsurge in electronic communication, and a renewed emphasis on life long learning. These factors provide opportunities for TCU to identify and select strategies for learning resources that support the university's mission and values while embracing appropriate change.

## I. Charge to the Committee/Situation Analysis

Strategically, the process of identifying and analyzing the learning resources for TCU involves a current accounting for what students, faculty, and staff use and need, plus an analysis of the future trends in higher education and a description of how those trends might positively impact student learning. The Learning Resources Subcommittee set out to determine both the current state of learning resources and the future needs of faculty and students at TCU. The intent of this work has been to discover strategies for learning resources in support of the Vision in Action (VIA) process as the University defines its long-term approach to resource development.

Learning resources may be defined as anything that assists the teaching and learning process. These learning resources provide faculty and students with the knowledge, information, and experiences necessary to create, support, and enhance learning opportunities. They may include faculty, staff, instructional materials, technology, equipment, support services, physical locations, and environments. Resources are not just things, but also people and facilities, as well as the fiscal resources that make them possible. Learning resources should focus **first** on people and functions critical to the mission of the university, rather than on simply hardware or infrastructure (even though these are also important). Learning resources are critical to student academic achievement and satisfaction. They assist the university in achieving its mission to educate individuals to think and act as ethical leaders and responsible citizens in the global community.

The mix of learning resources made available to students will be dependent upon a number of factors. These factors include, but are not limited to, different teaching methodologies, evolving learning outcomes, departmental requirements, and budget. To have greatest impact, learning resources must be harmonious within the institution, as well as with each other; and they should be continuously evolving. Continuing communication, cooperation, and collaboration among the

various support services will better facilitate and make use of the comprehensive strategic planning, funding, evaluation, and decision-making processes with regard to teaching and learning.

To this end, the following broad questions were developed to address the issues regarding learning resources at TCU:

- What educational trends will impact the teaching and learning environment of TCU?
- What learning resources (including services, facilities, and personnel to support the use of such resources) will be needed for TCU to achieve academic excellence, promote student satisfaction, and increase the ability of the university to fulfill its mission?
- How can TCU best stay abreast of, incorporate, and determine the appropriate role of current and emerging technologies (e.g., distance learning, wireless networks) to enhance teaching and learning?
- What type of facilities would best facilitate storage, access, and delivery of learning resources at TCU?
- What criteria and processes should be used to determine the appropriateness and effectiveness of learning resources and thereby prioritize funding for such resources at TCU?
- What organizational structure or alignment will best meet the needs for coordinating the delivery of learning resources at TCU?

The responses to these questions, along with additional observations from a cross-section of the TCU community, were used to develop the findings and strategic recommendations included in this report. Much of the actual data collected through surveys, interviews, and the Town Hall Meeting are included in the appendices.

## II. Key Assumptions

The activities of the Learning Resources Subcommittee were rooted in a number of major assumptions about the university, its environment, and the subject of learning resources. As noted in the charge to the committee, the most critical element in the learning resource vision is the human one. Consequently, in examining the available data, documenting its findings, and developing its recommendations, the Learning Resources Subcommittee applied the following precepts:

- **The success of any college or university is determined primarily by the quality of instruction provided for its students.**

The teaching and learning environment consists of interrelated aptitudes, abilities, desires, methods of instruction, and other factors that may affect it. Since learning is a highly individualized activity, the concept of learning resources described in this paper places

primary emphasis upon serving the many varied needs and teaching styles of faculty, as well as the many different learning styles of students.

- **Instruction is at the heart of the mission of TCU.**

While the overall mission may be broader and includes both research and service, it is the transmission and creation of knowledge that differentiates educational institutions from other institutions within our society.

- **An effective learning resources program must be catalytic and ever changing.**

In order for a learning resource program to have greatest impact and make positive contributions, it must be harmonious with, and responsive to, the institution it serves. Improvements can result from integration of services; however, total success will only be realized when needed services – both traditional and nontraditional – are adequately provided to students and faculty. Only through cooperative efforts will the learning resources program achieve its potential.

In addition, Dr. George Kuh provided some complementary insights for the committee as a part of his keynote remarks delivered during the inauguration of Chancellor Boshini.

- Academic excellence involves not only setting high expectations for students, but also providing the support students (and faculty) need to meet these challenges; and
- An effective learning environment involves frequent engagement of faculty and students in meaningful ways, both inside and outside the classroom.<sup>1</sup>

### **III. Findings/Conclusions and Strategic Recommendations**

In seeking answers to the strategic questions posed in section I of this report, the Learning Resources Subcommittee conducted both individual and group interviews with faculty, administrators and students. In addition, data was collected through surveys of these representative institutional stakeholders and external information sources were reviewed. Detailed material from these activities is attached in the Appendices.

#### ***A. Findings - External Perspectives***

The pressures of external society exert great influence in higher education. For example, in the modern academic world, as in the world of work, there is an increasing emphasis on knowledge and information, as well as the use of information technology. Within the United States and many other countries, more and more people are considered knowledge workers and “human capital” has become a critical element of organizational success.

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<sup>1</sup> 2004 Inauguration Keynote Remarks entitled, *We Shall Be Known By What We Do*, presented by Dr. George Kuh (Indiana University) at Texas Christian University, March 31, 2004.

Among the established trends that impact learning resources are increased use of cooperative group work, project-based learning, experiential learning (i.e. field work, service learning), and use of technology for presentations and research. According to both the literature of teaching and learning, as well as some of the feedback from TCU students, activities that promote student engagement in their own learning processes should be increased. Resource implications for these types of changes include:

- Requirements for more individual and small group study space (with and without computers);
- More flexible teaching and learning space (e.g., classrooms, labs, etc.);
- Increased support for experiential learning, (e.g., staff to assist with service learning, setting up internships, etc.);
- Need to maintain or increase availability of classroom technology (e.g., laptops for classroom use with wireless internet);
- Increased staff to support the use of technology by students and faculty, in and out of the classroom; and
- Facilities and support services that enable faculty to develop alternative teaching methods.

While institutions of higher learning have accepted many technological modernizations, changes in human behaviors have occurred more slowly. In an article entitled, *The Changing Landscape and the New Academy*<sup>2</sup>, Carol Barone identified nine patterns of transformation in the teaching and learning environments of universities. These changes add value to institutions and can help them to be more successful in the future. Many of these findings parallel the internal points of view expressed by TCU faculty and students during the data collection process. Some of these findings include:

- Students display an “Information Age Mindset” in which they expect to try things rather than hear about them, tend to learn visually and socially, and are accustomed to using technology to organize and integrate knowledge.
- The learning environment is transitioning from a physical space to a student-centered learning environment in cyberspace. The interplay of technology and pedagogy can create an active, learner-centered environment that promotes deeper learning.
- Decisions about technology are ultimately academic decisions that impact campus practices, interactions, and conventions. Technology must be considered in relation to other campus variables.
- Support services need to be scalable, sustainable, and grounded in principle. Campuses must embrace support tools, processes, and organizational collaborations that enable them to leverage resources.

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<sup>2</sup> Barone, Carol, A. *The Changing Landscape and the New Academy*. EDUCAUSE Review, September/October 2003, pp. 41-44. 46-47.

According to Barone, the “New Academy” that is evolving as a result of the interplay of changing technology, pedagogy and behavior involves new structures, funding models, professionals, relationships, accountability, and leadership roles. Characteristics of the “New Academy” include:

- *New structures and funding models.* More fluid and responsive organizational structures and conventions are needed. Planning and budgeting should be aligned with teaching and learning priorities.
- *New professional staff.* Learning designers and knowledge-management professionals can help transform the campus teaching and learning environment.
- *New accountability.* Accountability and assessment are used to track progress toward goals and identify the next steps needed. This requires institutional commitment and alignment.
- *New leadership roles.* Leaders guide the alignment of institutional thinking in terms of its vision, the role of technology, revision of policies, and allocation or reallocation of resources to remove barriers to attaining the vision, while honoring the institution’s values and unique culture.

#### **B. Findings - Internal Viewpoints**

Though the emphases differ slightly, the input received from both student and faculty sources support several common reactions to the future of learning resources at TCU. They include:

- More interactive teaching and learning, encompassing the ability to introduce new teaching methods, more demonstrations and participatory sessions, and increased use of visuals.
- More capacity for students to work together in small groups, including both space and equipment.
- Increased availability of various technologies through labs for both students and faculty members, access to wireless networks, more training, and greater availability of and contact with human technical support.
- Co-location and/or coordination of learning and teaching support services, such as relocation of some offices that provide these types of support and/or expansion of the Information Commons concept.

While there were many declarations about technology and the uses of various technologies, the importance of human interaction in a variety of forms drives the strategic direction of TCU’s learning resources. In fact, faculty and students are considered as the most important learning resources within the university.

Further, as a consequence of analyzing the results of the research, the Learning Resources Subcommittee extracted several broad strategic themes related to learning resources. These

themes cover the areas of budget, organization, growth and change, and data collection and management.

- *Budget* - The budget process arose as a concern related to learning resources throughout the data collection activity. To many members of the university community, an air of mystery surrounds the budget process. Though it can be used to obtain an immediate response to a resource request, the means by which the answer was derived is often neither clear nor comprehensible. Further, it is not apparent how budget allocations are connected to some of the realities of departmental operations. At the present time, the fiscal calendar is not in sync with the assessment process, making it difficult to make realistic decisions about the learning resources necessary for student achievement and faculty success. As it presently exists, the process does not always allow units adequate lead-time to prepare thoughtful budget proposals that reflect the needs identified through assessment activities.
- *Organization* - From an organizational perspective, learning resource concerns encompass the availability of various types of services for both faculty and students, the location of those services, and the facilities that support teaching and learning. On one hand, TCU has made an excellent start in creating a supportive environment for both learning and the use of information technology through various organizational units, such as the Mary Coats Burnett Library, the William L. Adams Center for Writing, the Center for Instructional Services, the Center for Teaching Excellence, and Information Services. Collaboration among some of these units already exists via the library's Information Commons project. Alternatively, the university is failing to provide adequate support in many other areas, generally, because funds are not available to provide more comprehensive technical support, especially in the residence halls. Yet, there is duplication of many learning resources across the institution. For example, there are multiple computer labs, some of which contain specialized equipment or software, but others that are merely off limits to anyone not affiliated with the unit on whose budget the lab costs fall. Further, while support is lacking in some areas, there seems to be duplication of staff skills and support positions in other areas of the institution. Unfortunately, there is no formal way to identify areas of redundancy and/or deficiency, or to develop coordination and sharing of support resources across university units.

The job done by the university library in providing learning resources is held in high regard. Yet, the library is at or above maximum capacity for its storage of materials. Books and periodicals are being stored off campus at great cost, and shelf space that was freed by off-site storage has been filled quickly. The primary complaint expressed by both students and faculty with respect to the library has been the lack of space available for specific activities, such as quiet study or group work. At the same time, there is a desire for additional services and increased access to support and resources both within the library and at other locations, including residence halls. Additional resources and improved facilities are needed to support and increase the effective, innovative uses of technology and other learning resources already in place.

- *Growth and change* – Both external perspectives and internal suggestions imply that growth will continue to occur within TCU; and at the same time, institutional change is inevitable. The VIA process will advance institutional transformation. Increases and changes in

numbers of students, faculty, and programs have impacted learning resources in multiple ways. More faculty, support staff, equipment, space, and modifications to facilities are among the many needs generated by these changes.

Many students and faculty members are not fully aware of what resources are available or how to gain access to them. TCU has invested in a lot of learning resources; however, many feel that no one knows that they are there. Further, coordination across the organizational units that provide or manage these resources is limited and the result is that information about learning resources is not consistent or connected. The university may be duplicating resources; and those resources might be used differently, if students and faculty were more aware of their availability and could access them more conveniently.

The various approaches to student learning have become more important than in the past. As a consequence, teaching activities are moving from the mode of information giving to becoming more interactive. Further, innovations in both teaching methods and student learning styles may encourage the use of new technologies or different ways of using existing technology. These types of changes result in a need for additional training for both faculty and students, as well as a change in the service and support structures.

*Data collection and management* – As implied in the preceding findings, there are many opportunities for improved coordination among various entities on the campus. One area of concern encompasses data collection, management and access. Although there are many learning resources at TCU, they appear to be insufficient. There is no formal way to determine the extent to which available resources meet the needs of students and faculty, nor is there a systematic means to determine what changes might be needed. In some cases, there is an apparent duplication of support and services. In other cases, what some members of the community feel is required to support their academic and scholarly activities does not exist.

TCU is a data rich environment. Surveys are conducted regularly on a broad range of issues. There is an assessment program in place and statistics are gathered from many sources. However, the university lacks the means to coordinate data collection and communicate the availability of data. As a result, the university's ability to evaluate and use data in decision-making is hampered. For example, during the environmental scan conference when there was a discussion of student retention, the data to explain the underlying issues and/or problems was unavailable. A change in the way that data are handled on campus will allow the university to take advantage of this data for making informed decisions about learning resources and will support many other organizational activities.

### *Conclusion*

A general sense resulting from the research is that there is a real need for more coordination of activities in many areas of the university that support teaching and learning. The University is filled with many good human resources who can lend good ideas and expertise, but they need to be brought into the process in a way that is both meaningful to them and respectful of their expertise. In the spirit of Vision in Action, the University needs to endorse a process that can

live beyond a change of administration and in which planning will be continuous, flexible and adaptive. Such a climate and environment will allow the university to bring people together to share ideas and information.

### ***C. Strategic Recommendations***

The strategic recommendations flow from the themes around which the findings were developed.

- ***Budget*** – *Make the budget process more transparent and inclusive while providing opportunities for discussion of learning resource needs.*

The budget process must become more accessible to university departments and units that provide learning resources used by faculty and students. It should include consideration of the "total cost" of faculty, students, and resources (i.e., support, facilities, upgrade, maintenance, etc.). At the same time, this process should continue to be flexible; and it must provide a means for quick response, when necessary. In making the process more understandable, the university should avoid adding bureaucracy. Priorities for allocation of funds should be determined based on the mission and goals of the university, schools, departments and other units. A modified budget process should include: more involvement by deans and others in conversations about spending priorities and resource needs, opportunities for a dialog regarding the "trade-offs" made when resources are allocated, and establishment of a calendar for the budget that allows units adequate lead time to prepare budget proposals in conjunction with assessment results.

- ***Organization*** – *Improve access to and delivery of the services related to teaching and learning.*

Recommendations under the broad heading of organization cover several topics. First, the university should examine the current services that support teaching and learning in order to identify ways to reduce redundancies or address deficiencies. Changes in either organizational structure or location of the activities may not provide a reduction in cost, but may result in more effective services and more satisfied faculty and students.

From an organizational perspective, the university should seek better coordination of the various units that support teaching and learning and make a logical and/or physical link between units that go together. For example, services for students might be physically merged and better organizational links could be forged between the different units that provide these services. For faculty, it might be useful to co-locate support services such as the Center for Instructional Services, the Center for Teaching Excellence, and Information Services. Further, while consolidating resources, the institution may explore the possibility of distributing certain support services to provide better coverage in places like the residence halls.

As coordination of services is contemplated, the university should consider whether the leadership structure for learning resources should be changed. Coordination of learning resources may be improved if all of the related units were to report to the same administrative leader. Coordinated management and planning of learning resources would result in more

efficient and effective use of the financial assets, staff, and facilities allocated to teaching and learning.

- ***Growth and Change*** – *Establish a consistent, continuous process for recognizing and planning for changes in learning resource requirements in accordance with institutional strategies.*

Change in the environment, the organization, teaching and learning styles, or the technology used to support institutional activities at TCU will create many needs. TCU should focus on learning needs, which should then drive the provision of necessary resources and services. To achieve this objective, TCU will need to continue to conduct purposeful planning at all levels, encourage participation in the planning process, and promote more human interaction.

The university will need to make sure that both students and faculty can take advantage of and benefit from the available learning resources. First, it should improve the ways that information on the availability of learning resources is communicated. Suggestions for improving awareness of resources include more orientation sessions for students and faculty, enhancement of the TCU web site, and an information clearinghouse, resource guide, or hotline that individuals could consult when trying to locate resources to meet their needs.

Secondly, TCU can make changes in the facilities in which these resources are located. For example, it could create a “one-stop shop” for students, in which related services are located. In the same way, services for faculty could be relocated to a more central site and modified to provide an environment in which faculty could experiment with new tools or devices that support teaching, exchange ideas on methods, or learn how to use available learning resources.

TCU should continue to explore the physical and operational needs of the library, the student center, and other support service units for faculty and students in order to provide adequate and state-of-the-art facilities. In the process of updating TCU’s master campus plan, consideration should be given to potential locations for more enhanced and coordinated learning resources for students and faculty.

One way to create a more systematic means of planning for and managing learning resources might be to establish a campus-wide learning resources planning committee. Composed of representatives from all learning resource stakeholder groups at TCU, this group could provide a way to bring together all parties that have a vested interest in using and providing learning resources. Such a group would give faculty, students, and support staff a means to share information, understand each others’ needs, identify innovative practices and technologies, and improve the coordination of learning resource programs, services, and projects at TCU. Because change is a given, a system for continuously assessing learning resources needs to be established and regularly updated.

- ***Data collection and management*** – *Improve collection and management of data to support informed decision making about learning resources and related needs.*

Improved management of data related to teaching and learning would enhance the planning for and allocation of learning resources. Coordination of data could be accomplished by establishing a group of people to act as a clearinghouse for data collection and dissemination. This group would help the university to determine:

- Where is there duplication of effort?
- Where are there similarities in the data collected, the audience addressed, etc.?
- Where is there a need to share the results?

In addition, this group would make sure that the existence of various sets of data was made known to appropriate parts of the TCU community and would make sure that these data were accessible, as needed.

- ***Conclusion***

Although there are four groupings under which the learning resources results were presented, many suggestions were made for ways to synchronize human resources and services in support of teaching and learning. One example, was a proposal that the concept of Town Hall Meetings should continue on a regular basis as a forum for the exchange of ideas and information among the entire TCU community. Another was the suggestion that TCU should look at other institutions or organizations to gain different perspectives, and possibly form collaborative partnerships as it approaches the planning and management of learning resources. Improving communication, information sharing, and resource coordination will be the most important elements in advancing TCU's learning resources over time.

#### **IV. Resource and/or Policy Implications**

The strategic recommendations presented above describe changes for TCU in terms of institutional functions, physical environment, and organizational structure. In order to improve the environment for teaching and learning, TCU must create an atmosphere that supports increased communication and collaboration across and among both the providers and users of learning resources. In moving toward this new climate for teaching and learning, the University will need to review its organizational policies, processes, and procedures to accommodate the transformation in learning resources. More specifically, the potential impact on either resources or policy for each of the broad areas is:

- ***Budget*** – If the suggested approach to modifying the budget process is undertaken, policies, procedures, and practices with respect to how budgets are conceived and prepared, and how funds are apportioned will need to be changed. While there are no evident cost implications to taking this path, changes in human attitudes and behaviors will be the critical factors for success.

- *Organization* – The recommendations for organization imply that there will be a number of costs involved in achieving the anticipated changes. They include costs for relocation or alteration of facilities, increase in or reclassifying of human resources, and provision of training. In addition, there would be major modifications in policies and procedures for service delivery, and the usual requirement for attitudinal changes among the people involved.
- *Growth and change* – The impact of implementing the strategic recommendation related to growth and change will vary, depending on which activities are started in what time frame. Change in institutional policies, procedures and practices are inevitable and must be anticipated. There will be a range of costs for these activities. To make optimal use of learning resources, increased intra-institutional coordination and communication needs to occur at all levels.
- *Data collection and management* – The financial requirements to institute this strategy would be minimal. However, the changes in policies, procedures, and practices will be significant, as the approach to data collection will be substantially different than at the present time.

### *Conclusion*

As noted in the preceding sections, changes in the learning resource environment will result from resolution of outstanding problems or deficiencies related to service availability and delivery, realignment of organizational entities for efficiency or to meet new objectives, redefinition of roles and responsibilities with respect to supplying or using learning resources, or reconfiguration of processes. Successful change happens only when each person involved makes a conscious decision to participate actively in its achievement! The success or failure of any change activity both involves and depends upon people, the university's most important learning resource.

### **References:**

2004 Inauguration Keynote Remarks entitled, *We Shall Be Known By What We Do*, presented by Dr. George Kuh (Indiana University) at Texas Christian University, March 31, 2004.

Barone, Carol, A. "The Changing Landscape and the New Academy". *EDUCAUSE Review*, September/October 2003, pp. 41-44. 46-47.

# **Appendices**

## **Appendices Table of Contents**

	<b>Page</b>
1. Approach/Chronology of Activity	A-1
2. Consultation Activity	A-2
3. Data	
A. Town Hall Meeting Remarks	A-3
B. Faculty Survey	A-7
C. Student Survey	A-15
D. Student Forum (consolidated)	A-20
4. Reference Documents	
A. Internal Sources	A-23
B. External Sources	A-24
5. Additional Responses to the Initial Strategic Questions	A-27

# 1. Approach/Chronology of Activity

<b>What?</b>	<b>By When?</b>	<b>Done? (Y/N)</b>
	<b>February</b>	
<b>Develop context statement and strategic questions.</b>		Y
	<b>Mid-March</b>	
<b>Define approach for answering strategic questions.</b>		
• Develop questions for group and individual interviews.		Y
• Develop questions and scope of audience for survey.		Y
• Name participants for individual interviews.		Y
• Determine make up of focus groups.		Y
• Create a schedule for interview and focus groups and assign committee members.		Y
	<b>Mid-April</b>	
<b>Conduct group and individual interview sessions.</b>		Y
• Hold focus group sessions.		Y
• Interview specific individuals.		Y
• Set up surveys on web and conduct surveys.		Y
<b>Gather documentation and appropriate data for review.</b>		
• Locate and review documentation that will provide useful background information for the study.		Y
• Locate and review comparative data from similar universities		Y
• Communicate with other strategic planning groups to share data that could be informative to our charges.		Y
	<b>Mid-May</b>	
<b>Perform analysis and synthesis.</b>		
• Review results of surveys/interviews/focus groups		Y
• Review documentation and data.		Y
• Analyze and synthesize data and results		Y
• Develop recommendations related to learning resources.		Y
<b>Prepare report and recommendations.</b>		
• Write report first draft of report and recommendations.		Y
• Review first draft and revise for final report.		Y
• Deliver findings and recommendations to Steering Committee.		Y

## 2. Consultation Activity

What?	When?	Who participated?
Town Hall Meeting	March 24 @ 12:00	Various faculty, staff, and students
Student Forum	April 08 @ 12:30	Students in Ernest Couch's Biology class
Student Support Focus Group	April 08 @ 3:30	Margaret Rose Marek, Marsha Ramsey, James Lutz, Angie Taylor, Emily Bergwyn
Interview	April 06 @ 10:00	Melissa Canady
Interview	April 12 @ 2:00	Will Stalworth
Interview	April 13 @ 3:00	Don Mills
Academic Support Directors Meeting	April 06 @ 8:30	Academic Support Directors
Dean's Meeting	April 13 @ 3:30	Deans
eLearning Committee Meeting	April 05 @ 3:30	eLearning Committee
Library Committee Meeting	April 06 @ 2:30	Library Committee members
Faculty Survey	April 05-18	Full-time faculty
Student Survey	April 14-18	Students taking selected eCompanion courses

### 3. Data

#### A. Town Hall Meeting Remarks

Learning Resources Subcommittee  
Town Hall Meeting  
3/2/404

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- Librarian

Library is the heart of learning environment

Main mission is to support teaching and research

New and expanded roles for the library

Most important for students to have best

Library/faculty interaction enhancement

Need to re-think library and make it integral to teaching and learning

Group study space, fully support digital

Fully wired for the Internet

Classrooms are part of library building close to resources

Space to support different learning styles (computer space, conversation space. etc.)

Make it comfortable and conducive to learning

Needs

More partnerships in learning world on campus (Writing center, etc.)

More faculty input/involvement in planning resources

More information library for future learning

Strong technology infrastructure (especially bandwidth)

Wireless access all over

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- Student

No way to use zip disks (or other storage media)

Expand availability of basic software for students to use, such as Photoshop, Acrobat, etc.)

More connections among organizations around campus – network for potential jobs, internships, etc.

More collaboration and information sharing to help career center partner with other departments

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- Faculty member

Uses of technology beyond just computers

Example: Also refers to microphones, recording technology, etc. for an area like music  
Expanded support for departmental subject area technology so that faculty members don't have to play role of tech support

Is there an upgrade plan for equipment outside of standard computing technology?

Urgently need technical help, not just computers (service technicians).  
Need at least 2 full time technicians

Need state of the art recording equipment, especially need high quality microphones for recording. The microphone is often the "weak link" in the recording session.

Funding is an issue for equipment outside of IT  
Need an improved annual budget for equipment. Presently it is a miserably low two thousand per year.

Need equipment for the teaching of electronic music  
Urgently need to have coordination regarding equipment and media, equipment and technical help.  
Music and Radio TV Film should cooperate on these problems

Would like guest lectures  
Want guest musicians  
Guest performances

Guest performances

---

- Service Learning

Will be more important for learning outcomes and assessments

Intentional tie of community service to coursework

Allows students to practice what they learn in class

- 
- Faculty member

Application of technology to music

Need to find cost-effective ways to install and set up technology

Buying high quality equipment up front lasts for years, less expensive equipment needs to be serviced and replaced more often

Ex. Most jobs I music require experience and knowledge of technology

Need more interdepartmental coordination

Ex. Film, video, music all look at what they need rather than doing acquisitions piecemeal

Be fairer minded about how to use the resources. Use internal expertise to determine needs.'

Cross-disciplinary group would be of better use to campus to come up with good solutions to technology needs.

May need additional technical support with different skills

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- Faculty member

Must not separate research and teaching

How can technology get us to our mission?

Need to question how technology is useful and where is most important

Technology can help the organization become more systemically well structured

Need to integrate technology investments across the entire university

Think about how technology investments meet/support the mission of the university

Need ways to share knowledge with the community/establish an extended community

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- Student affairs

Apparently missing global and diversity from all topics in the planning process

Could provide real learning opportunities for the community

Made a plea for sustaining international students

Community scholars programs

Need a woman's resource center. Support for 60% women students by implementing the resource center

Advisor and support systems for GLB students

---

- Dean

On one hand, technology is critical, but there are other needs

Biggest and most important resources are human (faculty and students) and the interaction between them.

More inter-departmental activities for both faculty and students.

Need means to encourage that interaction.

Technology is the facilitator for learning where the resource is the people

One part of it would be to bring support units together

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- Comment

Guest lecturers, master classes, in other words, bring people resources in from other places to expose the students and faculty more broadly.

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- Faculty member

Need to realize some of the good ideas in different ways

More "places" that foster collaboration, that support experimentation, thing that enables excellence.

Coordination or centralization of services of various types

## B. Faculty Survey

This web-based survey was completed by 91 out of 395 full-time faculty. Thus, the response rate was 23%.

### 1. What new trends in your field will change the way you teach in the future?

- Increasing ethnic diversity of scholars and students, new media
- More uses of Web in class
- Wireless technologies, handheld computers
- The dramatic and rapid increase in electronic resources will continue to have an impact on teaching and scholarship
- Computer technology in theatre design, and particularly in theatre lighting and sound, changes rapidly. To train our students to work as leaders in these fields, we will need a commitment to a larger theatre computer lab, more software, and newer lighting instruments for the stage.
- More hands on, experiential "training" as opposed to lecturing. Less PowerPoint style, more discussions, debriefing, real-time learning, blended with theory and conceptual material to help students bridge the two. What I do is much less amenable to distance learning methods, and thus I am not likely to use those methods in the foreseeable future.
- Changes in the world balance of power, particularly economic, will require higher education to recognize and change its traditional approach to education. For example, a world view instead of a state, regional, or American view should be undertaken, with faculty recruited that can teach areas such as the Middle East, Africa, and Middle Europe. The role of business and economics as the driving force in globalization must also be acknowledged--this will mean offering educational opportunities in Arts and Sciences that focus on those topics. Just as higher education had to deal with the rise of race consciousness in the United States, higher education will have to deal with the rise of new economic forces in the world.
- Students are coming to expect much more interactive learning. Classrooms that do not have flexible arrangements or that do not allow students to speak to each other as well as to the professor are out of date.
- Increased focus on outcome assessment, use of technology, applied learning focus, change in student learning styles
- Increasing use of web-resources to disseminate scholarly and archival materials increasing focus on material culture to understand canonical literature
- The fact that computers will eventually become artificially intelligent, many of the kinds of mathematics we teach to students will change slightly. In other words, we will teach from the perspective of understanding what the computer is thinking, and we will need to learn ways to ask the computer the correct questions. These changes are enormously field-dependent.
- An emphasis on visual rhetoric, multimodal/multimedia literacies will require me to learn more about technology and media theory, practice, and research.
- Decrease in the cost of major instruments will allow implementation in undergraduate curriculum
- Availability of more and more online resources (primary texts and images, for example)
- Increased use of audio and video recording and feed-back. Speech/Voice laboratory equipment enabling one to see and study aerodynamic and acoustic properties of voice production. Sound and computer technology

- I'm not sure what new trends will change the way I teach. The availability of cases on line has already revolutionized my teaching.
- Writing with technology. Increased access to multimedia collections.
- Photography is going digital. Kodak drops out of the Dow this week.
- Since I teach eBusiness I couldn't even begin to list the trends...we change every semester.
- Ubiquitous, high quality sound reproduction.
- Hopefully, students and teachers in the field will have more internet and email access at school research strategies continue to require more sophisticated computer literacy
- Increasing need for use of technology in the classroom, and also teaching students to use technology.
- I will use technology more and more. It has become powerful and inexpensive.
- Even more dynamic, interactive. All the old rules are out.
- Use of computer in the classroom; study abroad; interdisciplinary learning
- Changes in technology
- Interdisciplinary approaches, online resources
- Teaching classes in public/private schools off-campus
- Continued refinement of the cochlear implant and newborn hearing screening - these are changing the potential for deaf children to participate in hearing classrooms, hence changing deaf education
- Internet, greater emphasis on technology
- Increased demand for evidence based practice in nursing. Changes in the health care system. The demand for Internet classes by student learners. The desire by faculty to foster group learning in the classroom and participative learning.
- New technology in the area of software
- More computer-based work "books" and Internet exercises
- The severe nursing shortage demands that we accommodate more and more nursing students in our nursing curriculum. We currently have a very small nursing skills lab. We desperately need more space for the teaching of nursing skills to larger groups of practicum students. We also need money for more nursing faculty salaries.
- Electronic information sources
- More online data and resources. More online learning.
- Will need more computer access in the classroom. Will need to provide greater on-line education options.
- I will use the data projector more and I will use facilitation processes in the classroom to increase interactive learning.
- Access to live market data
- More and more students are very skilled users of technology.
- Increased use of online education
- 1. Electronic 2. Electronic 3. Electronic More interactive, ability for students to interact with electronic response devices during class, web-based assignments done on the fly.
- I can envision an increase in visual displays needed to represent complex relationships between variables. Presently - I diagram such relationships on the board. However, this process may become too complex.
- Technological developments, Code/Life Safety Issues
- Technology has changed the way mathematics is learned by the students, although I don't use it myself when I'm teaching it.

- Technology
- New understanding of how people learn and think, new technology
- Technology Global perspectives Emphasis on learning and modes of learning rather than teaching or information giving
- Almost none.
- Knowledge explosion in health care.
- Collaboration between student and teacher, counselor and client, will probably change how I do supervision--working more "with" the student and not just objectively observing the process and giving feedback.
- Access to laptops and CD and overhead projection, which allow for easy viewing of reference material, animation, video clips in class during lecture time.
- None
- A few new types of prototyping equipment will make some of the labs a bit less cumbersome.
- Increasing use of computer technology in a variety of ways: data collection (surveys like this), data analysis, data warehousing, data mining.
- The interests and publications in material culture are shaping religious studies as a whole, and is challenging to rethink both my intro to religion course, as well as shifting my upper level courses (which are already quite oriented to material culture).
- My field is history, so trends in scholarship affect more how we interpret material than how we teach it. My teaching will still emphasize the analysis and interpretation of primary sources, as well as an understanding of the ways in which historians construct the past. The only difference I can imagine is that the increasing availability of primary sources in print and on the web will let me give students access to a greater number and variety of sources.
- What comes most to mind is a shift from textual to visual literacies.
- In the world of design and layout, QuarkXPress is gradually losing market share to Adobe InDesign. We will be switching to InDesign in the fall semester. In addition, we will be upgrading our operating systems to OS X. So that covers the immediate future. Long term: it's hard to tell at this point. The design industry can be stubborn to change. From a journalism standpoint, blogs and web-based reporting are changing approaches to journalism. We will need to cover more regarding these technological developments.
- Supply Chain Management continues to evolve.
- Technology or cyberliteracy will change the way peer group work is developed and the way I help students with special needs. Teaching on line will also become more of a factor.
- I want to be able to get articles to students that are printed well. I now use "my library" but often the scanning of articles creates grainy prints. For articles that are not online, this is one of my greatest needs.
- Technology used to deliver patient care, may decrease human touch important for patient recovery; more computer training and classes for all of us; higher student to faculty ratios due to need to educate more professionals; shortage of space to allow for effective teaching and learning
- Research and writing providing new interpretations of the material.
- Increased emphasis on the brain work of nursing. Increased use of technology in communication, patient care, and data management. Continued emphasis on cost effectiveness

- An emphasis on multiliteracy as the new literacy that people will need in the university, on the job, and in the public sphere. It's a recognition that literacy is increasingly multimodal--textual, visual, digital--and also that there are many different kinds and levels of literacy operating simultaneously. Students need to be able to understand these new texts and also be able to produce them. I need to learn how to teach students to do what I don't yet know how to do.
- The emergence of "cultural criminology" suggests more emphasis on images, media, etc., in teaching
- I expect more use of online homework services such as the one produced by UT. With this service, students are given similar but distinct homework problems and questions. Students get immediate feedback upon submission of their answers. Student scores are recorded and downloadable from the service.
- Digital technology in broadcast journalism. Interactive classroom technologies bundled with communications textbooks by their publishers.
- 1.advent of technologies - for use by clinicians/researchers/students: PDAs. We MUST keep up and use these technologies during the student learning process. AND WE MUST educate current faculty in use of same. 2. online technologies for accessing information 3. online technologies for teaching at a distance
- Most new technologies. Especially presentation material and production material.
- Continued advances in digital video and audio technology,
- Emphasis on collaborative, group learning, authentic assessment, obsession with standards, and changes in technology.
- Technology and distance learning and distance performance
- Spreadsheet-based problem-solving
- I have no idea!
- Teach to create personal impact vs body of knowledge

**2. What types of training and support do you think you would need to make changes in your teaching methods? (Check all that apply.)**

	<b>Categories</b>	<b># Responses</b>
1	Workshops on teaching methods	30
2	Consultations about teaching methods	24
3	Print information about teaching methods	14
4	In-classroom equipment training	26
5	Training for eCollege	22
6	Training for HTML and web design	25
7	Training for software applications	27
8	No assistance necessary	10
9	Other	23

**3. What improvements in facilities and infrastructure need to be made in order to better provide for the storage, access, and delivery of information resources at TCU? (Check all that apply.)**

	<b>Facilities/infrastructure improvements</b>	<b># Responses</b>
1	More library space	22
2	More space for student groups to meet for academic purposes	43
3	Convenient location for faculty support services	25
4	More computer labs for faculty and/or student use	37
5	Wireless networks	44
6	No improvements needed	5
7	Other	20

**4. What physical learning resources (material, equipment, technology) would be needed to support instructional changes at TCU? (Check all that apply.)**

	<b>Physical Learning Resources</b>	<b># Responses</b>
1	More library resources (e.g., books, journals, databases)	38
2	Additional audiovisual equipment (e.g., DVDs, VCRs, projectors)	31
3	Videoconferencing facilities	21
4	Modification of classrooms	31
5	Additional Software	30
6	No additional resources needed	6
7	Other	18

**5. Which of the following services, if any, could be better coordinated with each other in order to enhance the delivery of instructional materials, equipment, and support services at TCU? (Check all that apply.)**

	<b>Service</b>	<b># Responses</b>
1	Library	13
2	Instructional Services	35
3	Information Services	24
4	Writing Center	12
5	Center for Teaching Excellence	15
6	Center for Academic Services	14
7	Student Affairs	8
8	No additional coordination needed	31

## 6. In which school or college do you teach?

	<b>School or College</b>	<b># Responses</b>
1	School of Business	12
2	College of Communication	6
3	School of Education	7
4	College of Fine Arts	8
5	College of Health and Human Services	15
6	College of Humanities and Social Sciences	29
7	College of Science and Engineering	12
8	Brite Divinity School	0
9	Ranch Management	0
10	Other	0

## 7. Please use this space to add any comments you have regarding learning resources at TCU.

- Support is there for the motivated.
- The Smith building and changes in DRH and Tandy have given us some very good technology for classroom learning. Smith is also wired and wireless which will help. DRH and Tandy are not and need to be. The rest of campus probably needs more technology for the classroom. I think TCU has made significant advances in technology. We also need some training for more entrenched faculty.
- Facilities are CRUCIAL in theatre; we have desperate needs in our discipline for more classrooms, more studios, a costume studio in Ed Landreth Hall, adjacent faculty offices, more computers and software, and a much larger theatre computer lab, etc.
- Much better than they have been in the past, even as recently as a few years ago, but continued improvement is both possible and desirable.
- TCU currently offers a traditional education to its students, but it needs to adjust its priorities, specifically to modernize its perceptions of undergraduate education, and to reassert that education is our purpose.
- We have good facilities but we have upgraded the old classrooms rather than spend the time to evaluate what is really needed in those rooms. Tables, connections for laptops, group exercise opportunities, more classrooms in a variety of sizes, etc. would make it easier to be creative with teaching. A service learning coordinator would make it easier for faculty to incorporate service learning and applied learning, which studies indicate is more effective learning and what students want.
- It would be helpful to have a set of classrooms that the social sciences could call "home." This would facilitate setting up technology in classrooms and also leaving at least some "permanent" posters, materials up in the classrooms. We are currently itinerants, and the technology quirks in the many classrooms we use in all buildings on campus are a detriment. Additionally, we spend a great deal of our week commuting across campus to classrooms, only to be greeted by colleagues in other colleges with "What are you doing over here?" With no classrooms to call home, we often feel like strangers in a strange land.

- Learning resources as defined in the survey can include more faculty. Several aspects for improvements are: 1) support graduate programs because a research rich environment gives a better teaching environment 2) continue undergraduate research opportunities 3) more faculty 4) reliable off campus internet connections (often it is impossible to connect from off campus)
- Copyright regulations for e-reserve are onerous (page limitations, time limitations). Any attempt at making this easier for professors to use beyond its present ad hoc and band-aid nature would be much appreciated. Thanks!
- I am unable to use one of the best technological tools we have in my field because it is housed in inadequate space far away from my teaching area and my teaching + administrative duties do not allow the hours needed to learn the program and use it effectively.
- The main issue is one of resources. Instructional development grants should be available to any full-time faculty who wants one. Off campus workshops should be encouraged for faculty. Travel to professional conferences should be funded and encouraged. If this is just about hiring more administrators it is a waste of money.
- E-Business faculty and students are not the norm as we have our own lab dedicated to our majors and some funding behind that lab.
- My main concern has been with the lack of support from Instructional Services. This unit should be a resource to faculty, but the quality of work is below what I expect from a university setting.
- The library needs to keep old issues of major journals and do-away with ebooks. My students will not read a 300 page book on line.
- The library should never be de-emphasized as one of the most vital learning resources on campus.
- All items in #5 are superb with the exception of Instructional Services. I have consistently received equipment that is not working.
- We need more classroom space and faculty office space. It seems weird to talk about ultra technology when faculty don't have a decent place to meet students for one-on-one mentoring
- Have greatly improved in the eight years I've been here.
- Technology and availability of software from anywhere any place is critical. If learning and teaching is to be an integral process, technology has to be readily accessible to all.
- Frustrating when equipment not working in a classroom and you have a class dependent on the technology
- I think we have come a long way in just my short time being here. However, things change so quickly, we have to always be thinking and planning ahead, similar to building roads. No sooner is an expansion complete than a new expansion is needed to ease traffic.
- Please, please, please! More conveniently located classrooms, more seminar rooms, and more offices. We have humanities classes meeting in buildings on the far side of campus. We have seminars with ten people meeting in rooms designed for 50 students. And we have many faculty members located in trailers.
- I feel that the biggest change that could happen to enhance teaching and learning at TCU is a change in attitude more than a change in equipment or resources. In terms of my personal convictions and motivations, undergraduate teaching is the most important thing I do. However, it is not particularly valued in my department, and will not carry much weight in a tenure decision. I think TCU already has exceptionally good resources in places like the

library and the CTE, but given my publishing and committee obligations, I don't generally have the time to take advantage of them nearly as much as I would like to.

- TCU needs to consider software funding a bit more. The administration is pretty good about providing funds for hardware, but it feels like we have to "wheel and deal" to get new software.
- These resources are fair, but I need more time to learn how to use what we have and how to quickly locate such sources across campus.
- More computer lab space in Bass or nearby. Help all students take full advantage of the technological resources at TCU by insuring that every student had adequate computer and software to become competent in using information technology in every day life.
- I'm a big proponent of increasing technology resources for teachers so that we can do more creative things with our students. However, my greatest concern is that we do not have enough human resources--instructors--to cover basic required courses. I direct the Composition Program (so much for anonymity), and we have to beg for adjuncts (who are miserably paid) and lecturers to cover sections of ENGL 10803 and 20803 each year. Of the new faculty lines given out this year, none went to English. I can do all the creative teaching I want with the graduate instructors I supervise (and there is some great teaching going on there), but for a certain number of courses each year, I have to hold my breath and hope that the sections will be covered. This institution has made a commitment to writing in the new core, and I would like to see that commitment followed through on with adequate funds to pay competent instructors.
- Our students equate the latest technologies with a good education, the way our athletes equate good practice facilities with winning. While I believe I can teach effectively with chalk and pencil and paper, I believe the students expect audio/visual and whiz bang computer tools to be part of their high-cost learning experience here. I'm not sure that's good, but it's true.
- Student and faculty support should be conveniently located near each other so that they are easily accessed and so that they "cross-fertilize." Some of these services could be in an expanded library, as appropriate, and others in a new student center.
- With the wonderfully renovated lab/class rooms in Sid Richardson, I am very happy with the resources right now, and really can't think of any major improvements that are needed.

### C. Student Survey

This web-based survey was completed by 126 out of 309 students taking selected eCompanion courses. Thus, the response rate was 41%.

#### 1. What type of teaching methods help you learn best? (Check all that apply.)

	Teaching methods	# Responses
1	Lecture	51
2	Demonstration	62
3	Discussion	49
4	Group work	19
	Use of visual aids (e.g., PowerPoint, videos, etc.)	73
6	Hands-on activities (e.g., lab work, projects, etc.)	55
7	Other	7

#### 2. What changes in the instructional methods at TCU could be made to enable you to learn more effectively? (Check all that apply.)

	Changes in Instructional Methods	# Responses
1	Less lecture	17
2	More interaction and discussion	61
3	More use of technology (e.g., PowerPoint, eCollege)	33
4	More field work	33
5	Smaller class size	25
6	More help from teachers or graduate assistants outside class	30
7	No changes need to be made	13
8	Other	10

#### 3. What additional learning resources (i.e., services, materials, equipment, or facilities) would help you be more academically successful at TCU? (Check all that apply.)

	Additional Learning Resources	# Responses
1	More quiet study areas throughout campus	53
2	More computers for classroom use	26
3	More computer labs for student use	48
4	Computer labs that are open more hours	48
5	More laptop computers available for checkout	23
6	Greater variety of software in computer labs	25

<b>Additional Learning Resources</b>		<b># Responses</b>
7	Software discounts for students	47
8	Wireless internet	44
9	No additional resources are needed	18
10	Other	9

**4. How could the TCU library better meet your needs? (Check all that apply.)**

<b>Library Improvements</b>		<b># Responses</b>
1	Stay open later	60
2	Simplify it, so it is easier to find things	28
3	Provide more assistance to students	21
4	Make more quiet study areas available	41
5	Make more group study areas available	45
6	Provide more books and periodicals in my field of study	17
7	Provide a place to eat	40
8	No changes need to be made to the library	11
9	Other	11

**5. How could the learning support services at TCU (i.e., Writing Center, Academic Services, Library, etc.) be improved? (Check all that apply.)**

<b>Potential Improvements</b>		<b># Responses</b>
1	Locate the services near each other	29
2	Locate services throughout campus	19
3	Locate the Writing Center in the library	45
4	Combine the services together	18
5	Improve the quality of the services	25
6	Provide more help online	40
7	Raise students' awareness of these services	56
8	No changes need to be made to these services	15
9	Other	6

## 6. What is your major?

Major	# Responses	Major	# Responses
Accounting/Finance	1	International Economics And Finance	1
Accounting/Marketing	1	Management	3
Advertising/Public Relations	3	Management And Marketing	3
Biology	1	Marketing	6
Broadcast Journalism	1	Marketing/Advt/Pr	1
Business	5	Math And Education	1
Communication Studies	2	Middle School Math	1
Communications	1	Music Education	1
Computer Science	1	Neuroscience	1
Early Childhood Education	9	Nursing	24
Ec-4 Education	1	Physical Education	2
Ece	1	Physics	1
Education	11	Political Science	2
Education And Spanish	1	Pre Major	1
Elementary Education	1	Psychology	2
English	2	Psychology And Art	1
Entrepreneurial Management	1	Rtvf	1
Fashion Merchandising	1	Secondary Education English	1
Finance	2	Sociology	1
Finance & Marketing	1	Spanish	1
Finance And Accounting	5	Spanish Education	1
Graphic Design	1	Special Education	1
History	1	Studio Art	1
Int. Business Management And Marketing	1	Theatre Performance	1

## 7. How many years have you been at TCU?

	Number of Years	# Responses
1	One	44
2	Two	43
3	Three	19
4	Four	8

## 8. Please use this space to add any comments you have regarding learning resources at TCU.

- I think overall the learning resources does a great job of helping students, but to better accommodate students it would be beneficial to locate all the learning resources together and

perhaps put them in the library if at all possible. Many students do not know where the other learning centers are located (other than the writing center) so that is a problem, but also having the writing center in the library would be more easily accessible. Thanks for your continued effort to benefit the students!

- There definitely needs to be more computers with Photoshop and Quark Xpress on them. Also, the printers should be able to print out the color documents created on these programs. It saves trips to Kinko's. In fact, TCU needs to get a 24 hour printing service located near campus...Bryant Irvin is too far away for last minute trips to the copier.
- We need more places to study and quiet rooms around campus!
- I think that there should not only be more resources available, but also make the resources more affordable. It is very inconvenient for students who are having to pay their own way through college to have to pay the extreme prices requested on supplies, food, books, and services.
- I think there needs to be more scanners in the library, because there are many times when I have to wait a long time to use one because they are all in use. Also, the library gets packed during finals, making it impossible to study. It might be helpful to compile a list of quiet places students can study, both on and off-campus, and then send this through the TCU Announce or the Skiff. This will help students find a comfortable and quiet place to study without over-loading the library.
- Definitely need the library to be open more. Also the Writing Center inside the library would be great.
- Mostly good, awareness among students must be greater overall
- There needs to be a place where students can voice concerns about how the teachers are grading. That person needs to be from outside the department. TCU should start the grade point average system that reflects the difference between an 89 and an 80 because those two grades require two different levels of learning and work. Other schools that I have attended have given a 3.5 for 87 to 91. It made you want to work harder when you saw the opportunity.
- I think it would be wonderful if we could get large discounts on software, especially Microsoft Word, Publisher, PowerPoint, and Excel. I know that at UTA, they can have these things for free...and they do not pay as much as we do to attend their university.
- People on the library do not know how to fix problems with the computer software
- I know many people will only give negative feedback and criticisms of TCU. In actuality, the problem lies in the students' unawareness of the resources available to them. I think we need to step up the advertising for these resources, and hold more orientation classes to 'break the ice' and introduce students to them, helping them to gain the first-hand experience with the resources so that they don't just go off of hearsay.
- I think tutoring services should be available for any student who pays over \$20,000 annually for an education. I'm not referring to the academic services because they only help with test taking, study skills, etc. What I am referring to is hands on, one-on-one tutoring of CONTENT for specific classes. This should NOT have to be a request from a student. It should be TCU policy! Every higher education institution I have ever attended always had this service available to their students. Please consider this request. More easy meeting places for group and quiet study areas for students, wireless Internet access. More courses offered at night in the 30-40000 range.

## D. Student Forum (consolidated)<sup>3</sup>

### Learning Resources Strategic Planning Initiative at TCU

#### 1. What types of teaching methods help your learn best?

Interaction with other students, one-on-one, personal, interactive  
Printed material such as lecture notes, PowerPoint notes, workbooks  
Smaller classrooms  
Well Organized class plan  
More tests  
Visuals such as PowerPoint, drawings, videos, pictures, expressions  
Hands-on  
Group Discussions  
Class participation  
PowerPoint, lectures available online  
Field studies  
No lecturing, teach, simplify, give examples, explanations  
Review sessions by professors  
Professor excited about subject  
Professor teaches on our level, talks to us...not at us  
Study guides  
Lecture matches book and syllabus

#### 2. What additional learning resources (i.e. services, materials, equipment, or facilities) would help you be more academically successful at TCU?

***Free tutoring***, tutorial system available in every department  
More eCollege classes  
***Testing Center***, Ability to spread out finals  
***Better equipment*** in chemistry labs, more chemical journals, stools in chemistry labs, labs extremely insufficient, open longer  
See past year's tests  
Build a new football stadium  
Bigger seats in lecture halls  
***Dining for after hours***, Keep Pond ST. Grill open on weekends. Main/Frog Bites open past 7 on Friday/Sat. Eden's open later for dinner  
TAs to speak better English  
Pencil sharpeners in buildings

<sup>3</sup> Collected during a classroom session. Items shown in bold italic were mentioned frequently and/or by more than one student.

3. What types of technology would you like to have access to on campus that are not currently available?

***Wireless internet networks for personal computers– mentioned constantly***

More phones around campus

DNA fingerprint analysis or retina scans for entry to buildings

Better microscopes, more chemistry lab equipment

***Housing system online***

Every student get a PC (part of tuition)

***Computer labs and wireless internet in dorms, reading rooms open 24 hours***

Jukebox in main

***Communications/copy rooms (fax/printer/copier) around campus, dorms***

***Remote server connection points***

***Seats in lecture halls have plugs & server connection ports, access to computers in class***

Napster

Place to study models presented in lectures

***More computers & copiers on campus***

Access to natural gas and vacuum systems in biology labs, better lab equipment

Ethernet parts at library workstations

Home internet for those who do not live on campus

Scanners & copiers that accept change

More access to ATMs to different banks

Places for lamination & binding on campus

CD burner program that the university supports

4. What additional study and workspace should TCU provide in order to meet students needs?

***Dining/food open later or a late food place.*** Deco Deli open at night and longer hours. Quiet dining rooms where students can study. ***Better food at lower prices.*** Café or lounge space similar to Tucker's in every building.

***More quiet areas for studying elsewhere from library*** where a quiet zone is enforced. ***More reading/study rooms (student center).*** Open 24 hours. Closer to dorms. Access to computers. Study spaces more personal and private...study rooms instead of cubicles.

Give more than just freshman and transfer scholarships

***Move the TCU podium into the corner so we can see the board in the lecture halls and SWR.***

More student science lab use More 3D models available to help in our learning.

More benches outside

Bring all resident hall lounges up to same standard.

Be allowed in classrooms to study during finals, as the library is full.

***Larger classes or more sections.***

Bigger desks in dorm rooms

Science classes need to be smaller

Grants for students to do research

More jobs for international students. More job searching options for students.

**5. How could TCU library better meet your needs?**

**\*\*\*Stay open 24 hours-By far, the most requested item.**

Provide more tables on main floor with more laptops. **More seating for studying.** More areas with sofas to read.

Easier printing capabilities

**Better food and more options.** Food place 24 hours anywhere on the side of the library. Food closer to study areas. Actual eating-place in library.

Place Beilsen program on laptops.

Vending machines with scantrons, pencils, pens,

**More group study rooms.**

Library gain more access to more journals

**More computers**

Entertainment center

Tutors available in subjects. Area specific study area (by major or subject)

More natural study spaces like outdoors

**Enforced quiet zones.** Ban cell phones.

Information commons needs to be expanded

More helpful personnel. Maybe have personnel move around the library to help students.

Rooms set up like classrooms ad study halls (study says you remember 30% more id you study in same environment that your test is taken in.

Desk area around computers in computer lab or space computers further apart.

**6. How could the learning support services at TCU (i.e. Writing Center, academic Services, Library) be improved? Would it be helpful if they were combined?**

Have separate building for centers with more flexible hours. This should be centrally located. It would be nice to have them all in library.

Too many people are unaware of the services and needs to be better introduction to services.

Worry that combining them will cause a shortage in availability. Too hard to manage effectively.

**Need to be open later and more flexible hours.**

**7. Other**

**Parking**

A tunnel under the university

Return the remaining money on meal cards.

More dining options at places off-campus to use our card.

Main should not be closed at lunch hours as have to eat at OVERLY priced Frog Bites.

## 4. Reference Documents

### A. Internal Sources

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Mary Couts Burnett Library. *Dynamic, innovative spaces for global information access.* [PowerPoint presentation] 2003.

Office of Institutional Research. *Recent Alumni Report, May 2002 Baccalaureate Graduates.* March 2004.

Seal, Robert. *Preparing the TCU Library for the 21<sup>st</sup> Century: A concept paper.* September 30, 1998.

Texas Christian University. *eLearning Faculty Survey, e-Learning Technology Survey.* Spring 2004.

Texas Christian University. *The Commission On The Future - Progress By January 2003.*

Texas Christian University. *Commission Score Card.*

*University Library Committee Minutes.* April 6, 2004.

## B. External Sources

Albanese, Andrew Richard. "Campus Library 2.0". *Library Journal*, 4/15/2004. n.p.

Describes the concept of the Information Commons and lists a number of institutions of higher education that have implemented this model for delivery both information and technology services to their students and faculty.

Barone, Carol. A. "The Changing Landscape and the New Academy". *EDUCAUSE review*, September/October 2003. Pp. 41 – 44, 46 – 47.

Although grounded in technology as one of the forces of change, this article indicates a number of elements of the teaching and learning environment that are changing. Among the factors mentioned are: increased collaboration, a new generation of students who are digitally and visually oriented, changes in professional staff and skill sets, need to understand the merging issues.

Bash, Lee. "What Serving Adult Learners Can Teach Us: The Entrepreneurial Response". *Change*, January/February 2003. Pp. 32 – 37.

Brief article presenting elements of adult learning environment that may be of both interest and use to the broader academic community. These elements include taking an entrepreneurial approach to program development, applying technology broadly to the learning environment, and accommodating a wide variety of learning styles.

Calhoun, Terry. "Syllabus News. Modern Classroom Design Happens With You or Without You. What's Your Preference?" *Syllabus*, n.d., n.p. Available at: [www.syllabus.com/news\\_article.asp?id=8989&typeid=153](http://www.syllabus.com/news_article.asp?id=8989&typeid=153).

Aimed at the IT director, but useful for the process of thinking about learning resources, this article gives tips on what to do to be sure that the institution considers more than just the showcase effect of a new "high tech" classroom or learning environment.

Carlson, Scott. "Section: Information Technology: The \$20 Million Carrot. A university wants faculty members to compete to get into a new high tech building". *Chronicle of Higher Education*, April 18, 2003, Volume 49, Issue 32; P. A39

This article is focused on George Mason University where a new facility was built with the idea that it would encourage faculty to employ technology in their teaching. The intent was that space in the building would not be assigned based on departments, but rather on the use to which faculty member would put that space with respect to integrating technology into their teaching.

Charp, Sylvia. "Professional development". *THE Journal*, June 2003 (Volume 30, Issue 11). Pp. 8.

Brief (single page) article highlighting areas of professional development for university faculty, and pointing to the fact that such training is generally more readily available in environments other than higher education.

Crawford, Grant, Julia A. Rudy and the EDUCAUSE Current Issues Committee. "Fourth Annual EDUCAUSE Survey Identifies Current IT Issues". *EDUCAUSE Quarterly*, Number 2, 2003. Pp. 12+.

Primarily from the perspective of IT management, this article provides the results of the annual survey and includes comparison of issues listed for 2002 versus 2003. Additionally contains tables indicating priorities as seen by different types of institutions, i.e. public versus private, different Carnegie classification statuses.

Dolezalek, Holly. "Building Better Learners". *Training*, January 2004. Pp. 30 – 34. Available at [www.trainingmag.com](http://www.trainingmag.com).

Though the focus is corporate training, briefly presents concept of communities of practice.

Hanna, Donald. Building a leadership vision: Eleven Strategic Challenges for Higher Education. *EDUCAUSE review*, July/August 2003. Pp. 25 – 28, 30 – 34.

Though published by EDUCAUSE, not entirely focused on technology. Identifies topics that impact the entire institution, including teaching and learning modes, student service redesign, and cultural change.

Hansen, Brian. "Distance Learning: Do online courses provide a good education?" *The Congressional Quarterly Researcher*, December 7, 2001, Volume 11, umber 42, Pp. 993 – 1016.

Jackson, Shirley Ann. "Ahead of the Curve: Future Shifts in Higher Education". *EDUCAUSE review*, January/February 2004. Pp. 10 – 18.

Lau, Linda K. "Institutional factors affecting student retention". *Education*, Fall 2003 Volume 124, Issue 1. Pp126 contains (11 pages).

Lidsky, Arthur. "The Ever Changing Campus: Pedagogy, Technology, and Facilities". *Facilities Manager*, March/April 2004. Pp. 22 – 25.

Written from a facilities perspective, this indicates that there is a relationship among pedagogy, technology and facilities and that the interactions between these aspect of the academic environment must all be considered when planning/designing facilities. In addition, it mentions some merging technologies that may become future teaching/learning tools.

Naidu, Som. *E-Learning: A Guidebook of Principles, Procedures and Practices*. New Delhi, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia (CEMCA), 2003.

*The 2003 OCLC Environmental Scan: Pattern Recognition*. Dublin, OH, OCLC Online Computer Library Center, 2004. Available at [www.oclc.org/membership/escan/default.htm](http://www.oclc.org/membership/escan/default.htm)

Recommended by Bob Seal, who was a participant and is active in OCLC, this report highlights issues of interest and concern to OCLC members, including libraries, museums, archives and other allied organizations.

Twigg, Carol A. “Improving Quality and Reducing Cost: Designs for Effective Learning”. *Change*, July/August 2003, Pp. 23 – 29.

Summarizes finding from project on course redesign to help reduce cost of delivery, funded by Pew Charitable Trust. Focus was on student learning outcomes from use of many different learning resources and using a mixture of teaching modes. Describes successful teaching/learning techniques.

Unsworth, John M. “The Next Wave: Liberation Technology”. *The Chronicle of Higher Education*, January 30, 2004. n.p. Downloaded from [chronicle.com/weekly/v50/i21/21b01601.htm](http://chronicle.com/weekly/v50/i21/21b01601.htm)

Vinge, Vernor. “Technological Singularity”. *Whole Earth Magazine*, Spring 2003, Volume 111, Issue 3. n.p. Available on line at [www.wholeearthmag.com](http://www.wholeearthmag.com).

Weimer, Maryellen. “Focus on learning, transform teaching”. *Change*, Sept-Oct 2003, Volume 35, Issue 5. Pp. 48 (7 pages).

Wingard, Robin. “Classroom Teaching Changes in Web-Enhanced Courses: A Multi-Institutional Study”. *EDUCAUSE Quarterly*, Number 1, 2004. Pp. 26 – 35.

This article presents the results of a study on the use of web-based enhancements to enrich otherwise conventional courses. It was not a study of distance education. Seven institutions participated. The subject matter areas included social science, humanities, natural sciences and some participation from graduate/professional schools. The study was most concerned with change that occurred in the teaching and learning experiences as a result of the use of the web.

## **5. Additional Responses to the Initial Strategic Questions**

The following comments were compiled from written notes and conversations with the Learning Resources Subcommittee members.

### **1. What educational trends will impact the teaching and learning environment of TCU?**

Established trends that impact learning resources are increased use of cooperative group work, project-based learning, experiential learning (i.e. field work, service learning), and use of technology for presentations and research. Use of lecture should be decreasing in order to more actively involve students in their own learning process. Resource implications include the need for more group study space (with or without computers), more support for experiential learning, (i.e., staff to assist with service learning, setting up internships, etc.), need to maintain or increase availability of classroom technology (i.e. laptops for classroom use with wireless internet), increased staff to support the use of technology in and out of the classroom, and support for faculty to develop alternative teaching methods.

### **2. What learning resources (including services, facilities, and personnel to support the use of such resources) will be needed for TCU to achieve academic excellence, promote student satisfaction, and increase the ability of the university to fulfill its mission?**

Several sources cite the central importance of faculty as learning resources. However, the cost of increasing faculty goes beyond salaries. The total cost of faculty includes the need for office space and equipment, support staff, etc.

Several sources also cite the increase in the undergraduate student population without increase in operating budgets. There is too much reliance on adjunct faculty to teach these students, classroom space is limited and support services of all kinds are stretched to the max. Thus, our infrastructure (broadly defined to include facilities, equipment, staff, etc.) is stretched too thin and thus our ability to fulfill our commitment to students to provide a personalized learning environment is compromised.

Provide student access to instructional technologies by providing graphic and video equipment access to all students. This would include adequate training and for students in software and hardware use. Provide consulting services for students and faculty experiencing technical problems with technologies supported on campus. Support should also be considered for faculty and student-owned computing technologies.

Establish faculty and student computing skills and knowledge when entering TCU and becoming employed at TCU, as well as when leaving TCU.

### **3. How can TCU best determine the appropriate role of current and emerging technologies (e.g., software applications, distance learning, wireless networks) and incorporate them in order to enhance teaching and learning?**

We did not get a lot of data on this (that I am aware of). However, I would like to see broader participation of the faculty in this process. One idea that was put forth was enhancing the Center for Teaching Excellence so it is centrally and conveniently located, has resources for faculty to try out in a comfortable and supportive environment, and “jut in time” assistance. I would also like to see us focus on learning needs first and technology second. For example, we should not use distance learning just because it is trendy. We should use it when there is an identified need for it. This involves much more purposeful planning than what has evolved on campus thus far.

Provide expertise to support assessment of learning outcomes.

Strengthen the connection between evaluation of teaching and assessment of learning.

Implement a more systematic process of assessment-based program review.

Consideration of reconstituting the Technology Committee into a Technology Steering Committee that would represent diverse interest of the university in technology planning, innovative uses of technology development of short and long-range plans for innovative uses of technology in the service of developing a community of scholars.

#### **4. What facilities and infrastructure will best provide for the storage, access and delivery of learning resources at TCU?**

Logical ways to locate things that go together  
Computer lab across campus where access is limited, etc.’  
Need to think about what should be in the new student center.

The library does a good job of provide learning resources, but it is also at or above maximum capacity. Books and periodicals are being stored off campus at great cost, and shelf space that was freed by off-site storage has quickly filled up. If the library were expanded, more group and individual study space could be made available, the information commons could be expanded to fully include the writing center, etc.

The Library as a physical facility remains inadequate in terms of both aesthetics and functionality of space. This is reflected in faculty and student satisfaction surveys, and discussions with students. TCU should take to opportunity to create a physical center, which could lead students, faculty and staff to a virtual center, for the university’s learning community.

Additional resources must be provided to support the effective innovative uses of technology resources already in place.

One stop shop in appropriate locations

Integration of existing centers, such as CET and CIS, creating links between centers.

Links between services for students and putting things in same locations, especially a central location: Incorporate some services into the new student center; Need a way to flow from one service to another.

**5. What criteria and processes should be used to determine the appropriateness and effectiveness of learning resources and thereby prioritize funding for such resources at TCU?**

Faculty are considered most important learning resources, but need to consider the total cost of hiring a faculty member.

Consider the same for students, the total cost for each one.

The budgeting process should continue to be quick and flexible (i.e. no added bureaucracy to bog it down) but it should be made more “transparent” and there should be more dialog regarding “trade offs” involved in resource allocation. A fiscal calendar that is in sync with the assessment process, allowing units to have adequate lead time to thoughtfully prepare budget proposals that relate to needs identified in the assessment process would be very helpful. Budget priorities should be determined based on the mission and goals of the university, schools, departments and other units. Involving deans and others in a conversation about priorities and resource allocations would be desirable.

Provide expertise to support assessment of learning outcomes.

Strengthen the connection between evaluation of teaching and assessment of learning.

Implement a more systematic process of assessment-based program review.

Keep concept going from this process instead of returning to status quo

**6. What organizational structure or alignment will best meet the needs for the coordinating the delivery of learning resources at TCU?**

budget process has a lot of mystique about it.

Lack of coordination across the institution of data collection

Processes for data collection

A re-conceptualization of how things work on the campus.

Thinking of a model where student services are all co-located. Students may not know what services are available, where they are, or what they need.

Academic departments and services should continue to report to the provost. Co-locating related services might increase efficiency and effectiveness of services for students and faculty. For example, the writing center could be located in the library with information services and library reference staff. Other student services could be located together in the student center to provide

centrally-located “one stop shopping” for students. Similarly, support services for faculty could be co-located in the Center for Teaching Excellence, for example.

Formation of a campus-wide Learning Resources Planning Group. This group would include representation from all learning resource stakeholders at TCU. The purpose of this group would be to bring together all parties that have a vested interest in providing learning resources support to the faculty, staff and students of TCU in order to (a) permit sharing of information with each group on the various services, programs, projects, etc. offered by each support unit, and (b) help provide better coordination of learning resource programs, services, and projects at TCU. Such a coordinated planning effort would result in better use of the financial resources staff and facilities of TCU, thus avoiding duplication of programs and services and it would better integrate the planning and management of all university resource.

Consideration of placing appropriate learning resource support units under a Vice Chancellor for Information Services. While it may not be feasible or even desirable to place all learning resource units under one vice chancellor, it seems that better coordination of learning resources efforts would result if some centralization of learning resource support could organizationally be placed under an administrative head.

Consideration of reconstituting the Technology Committee into a Technology Steering Committee that would represent diverse interests of the university in technology planning, innovative uses of technology development of short and long-range plans for innovative uses of technology in the service of developing a community of scholars.

Address and solve some budget issues by coordinating staff and minimizing duplication of effort. Have duplicate staff skills in many locations. For example, Radio/TV center has facilities for broadcasting and taping including satellite broadcast. Satellite broadcasts could provide better exposure for TCU faculty