

Smart Classroom Survey Results FY26

Executive Summary

Faculty feedback from the Smart Classroom Survey provides critical input into how ITS prioritizes classroom investments and service improvements. Responses highlight the strengths and gaps faculty experience while teaching—ranging from technology reliability and usability to room layout and environmental conditions. We use this feedback, alongside the Learning Space Rating System (LSRS), operational data, and faculty classroom walkthroughs, to guide technology decisions, purchasing, and upgrade planning across SIUE learning spaces.

About the survey framework: This survey is aligned with EDUCAUSE’s Learning Space Rating System (LSRS), an industry-standard framework for evaluating learning spaces in higher education. Using LSRS helps ensure feedback is collected in a consistent, comparable way across classrooms, supporting evidence-based decisions about upgrades and improvements.

This year’s results reinforce that dependable in-room technology and clear, usable controls remain foundational to effective instruction. Faculty also emphasized the importance of room configurations that support active learning, adequate writing surfaces, and environments that reduce disruptions (e.g., acoustics, lighting, temperature). While not all improvement opportunities fall within ITS’s direct scope, they directly affect teaching and learning. Non-technology feedback will be shared with the appropriate campus departments, and ITS will continue to advocate for comprehensive classroom improvements—not only technology-related enhancements—so that learning spaces better support faculty and students.

About the survey (methods and interpretation)

Purpose

The Smart Classroom Survey captures faculty perceptions of classroom conditions that support teaching and learning. Results inform classroom technology decisions and purchases, service improvements, and upgrade prioritization.

Framework

Survey items are aligned with EDUCAUSE’s Learning Space Rating System (LSRS) to support consistent evaluation of learning spaces across key domains (furnishings/layout, environmental quality, technology, support, and accessibility). Findings are interpreted alongside operational data and faculty classroom walkthroughs.

Who was invited

Faculty who teach in SIUE classrooms.

When the survey was administered

11/11/25 – 12/10/25.

Privacy

Open-ended comments are reported as submitted and are not attributed to individuals; follow-up occurs only when a respondent voluntarily provides contact information.”

Response summary

- Total respondents: 86
- Rooms represented: 92
- Notes: Respondents were asked to select the rooms they teach in most frequently.

Scoring and scales (important for interpreting charts)

- Agree/Disagree items (e.g., C1, C3, D1, D2, E2, E3, F1, H1):
 - 1 = Strongly Agree ... 5 = Strongly Disagree
- NA responses were excluded from averages and distributions.
- I1 (disruptions): reported as categories (0, 1, 2–3, 4–5, 6+) and summarized at the overall level.
- K2 (recommendation): 0–10 scale (higher = more likely to recommend).

How results should be used

Results are best used to identify patterns, prioritize investments, and confirm issues observed through support tickets and walkthroughs. Room-level results should be interpreted with attention to response counts (N); rooms with low N can be directional but may not be representative. Room-level charts in Appendix A only display results where $n \geq 3$ to reduce noise from very small sample sizes.

Limitations

As with any voluntary survey, responses reflect faculty who chose to participate and may vary by building/room usage patterns. Results should be combined with walkthrough observations and service data before making high-cost or high-impact decisions.

Headline Findings

- 1. Classrooms need increased attention to furniture and room layout.**
 - a. Furniture and room layout frequently make group work difficult; sightlines are sometimes compromised by podium/screen placement.
 - b. Faculty reported that 42.4% of classrooms do not support their instructional method.
 - c. Faculty want more usable whiteboard capacity and the ability to use boards without screens/podiums blocking them.
- 2. Projection/display reliability and usability remain persistent pain points.**
 - a. Recurring issues include projection issues, video routing problems, blocked screens, and unreliable peripherals or user devices (HDMI cable/laptop).
 - b. Inconsistent behavior reduces confidence and wastes instructional time—especially between back-to-back classes.
- 3. Audio and video quality affect in-room instruction.**
 - a. Audio issues make it harder for students to hear clearly.

- b. Training and instructional resources are lacking for Cameras and microphones used to support equitable remote participation/recording.
- 4. **Technology disruptions are common enough to affect instruction.**
 - a. A meaningful share of faculty report at least one disrupted class session in the last month; some report repeated disruptions.
- 5. **Top investment preference: flexible furniture—then writing surfaces and AV fundamentals.**
 - a. G2 results align with open comments: flexible furniture is the leading priority, followed by boards/writing surfaces and core AV/audio reliability.
- 6. **Wireless presentation is not dependable and easy to use.**
 - a. Results indicate that better instructional material on wireless presentation is needed in the classrooms.

Priority actions for ITS

- 1. Improve classroom furniture and layout
 - a. Advocate for and inform furniture/layout improvements using classroom walkthroughs and surveys.
 - b. Classrooms rated highly should be visited to see what attributes make them so well-liked and what features can be incorporated into other rooms.**
- 2. Increase stability of classroom IT & AV equipment
 - a. Stabilize recent hardware upgrades that have led to frozen video screens and projectors not turning on.
 - b. Re-evaluate existing preventive maintenance checks.
 - c. Re-evaluate doc cam make and model currently in use
- 3. Resolve board/screen/podium conflicts
 - a. Continue to recommend room layouts that preserve writing surfaces.
 - b. Selectively install height adjustable lecterns to minimize the amount of board space that is blocked.
- 4. **Add easy to find instruction for courses that are recorded or connect to remote participants**
 - a. Add instructions to the classroom training web page for using the in-classroom camera and mic for recording or connecting to remote students. Make it easy to find via the classroom help QR code.**
- 5. **Add easy to find instruction for wireless presentation**
 - a. Add a wireless presentation video to the classroom training web page and make it easy to find via a QR code on the default presentation screen.**

Priority Actions for our partners

- 1. Improve classroom furniture and layout
 - a. Replace student desks with flexible, active-learning furniture whenever possible.
 - b. Expand writing surface capacity.
 - c. Address and fund room layout concerns and requests discovered via surveying and walkthroughs.
 - d. Classrooms rated highly should be visited to see what attributes make them so well-liked and can be incorporated into other rooms.**

What we need help with

To fully pursue comprehensive classroom improvements – room layout, furniture, board placement, etc., it will take several departments to be involved with additional funding. ITS has asked to start fully renovating a small number of classrooms each year (e.g., 2–3 annually). This would involve partnering with faculty, Academic Scheduling, and Facilities to revisit room layout, flooring, paint, ceilings, furniture, and technology together, with a focus on how the physical space supports the instructional methods used in those rooms.

How we'll prioritize rooms

ITS prioritizes classroom IT/AV upgrades based on: (1) disruption frequency because of equipment selection or malfunction, (2) equipment lifecycle upgrades (3) faculty walkthroughs - scheduled based on equipment lifecycle, (4) survey results, and (5) opportunities to introduce innovative technology – as the budget allows.

Next steps

The results of this survey will be combined with our scheduled equipment lifecycle upgrades, feedback from faculty classroom walkthroughs, and service ticket data to determine what equipment is ordered and work is scheduled over the Summer, as part of our annual learning space review and upgrade lifecycle. The annual learning space review and upgrade lifecycle includes:

- Summer – Review prior FY ticket data and service trends and update 7-year equipment lifecycle schedule
- Early Fall – Send out ITS Annual Classroom Technology Brief
- Mid-Fall – Send out ITS Annual Smart Classroom Survey
- Late Fall – Schedule classroom walkthroughs based on equipment lifecycle schedule
- Early Spring - Digest results from the survey and walkthroughs
- Mid-Spring - Plan equipment upgrades and changes and schedule work based on data, reports, feedback, walkthroughs, and equipment lifecycle schedule.
- Summer – Perform work

Appendix References

See Appendix A for charts and takeaways from each question in the survey. Room-level charts are shown only where $n \geq 3$ responses exist for that item to reduce noise from very small sample sizes.

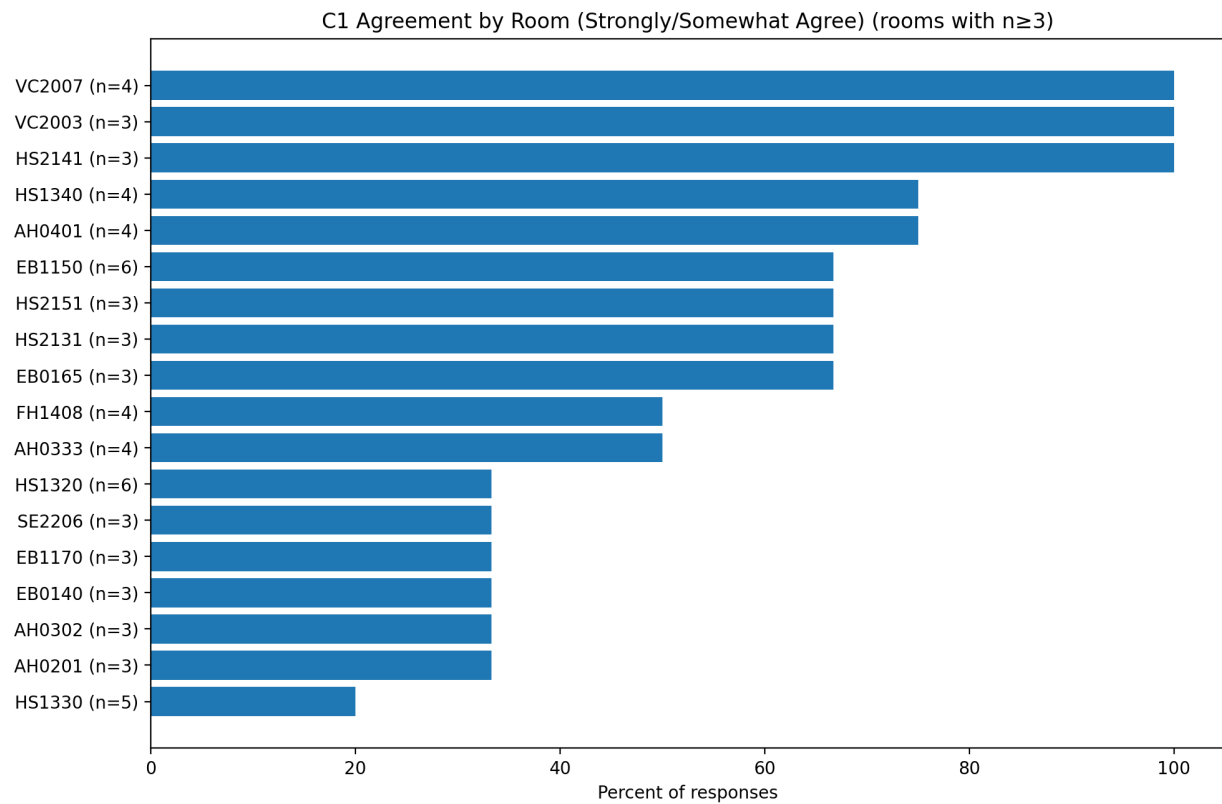
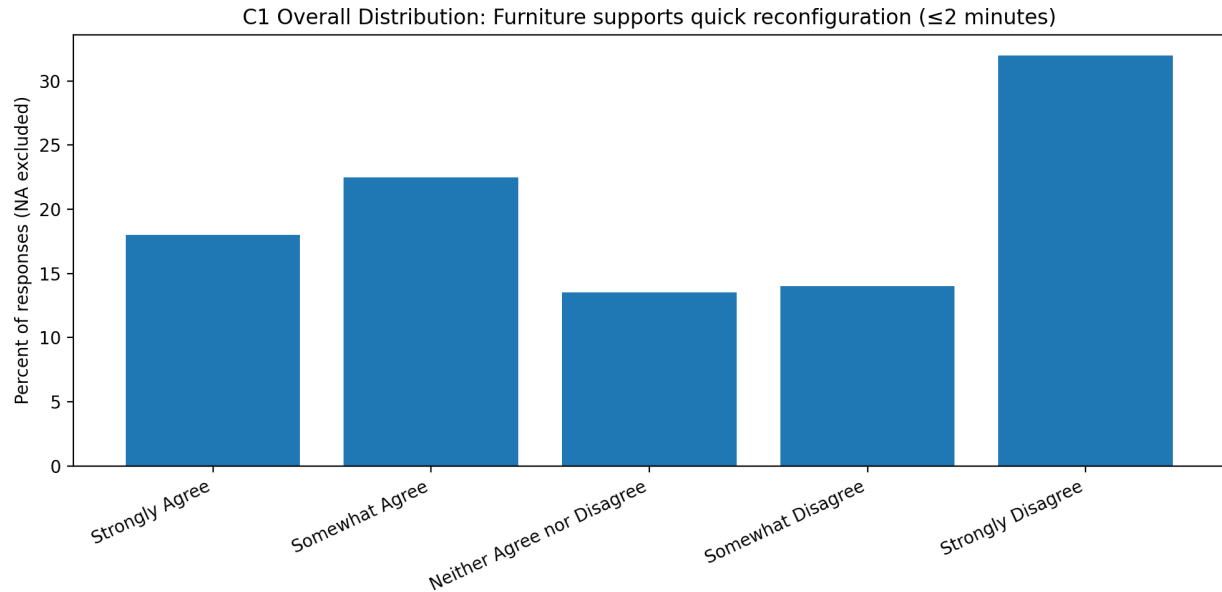
See Appendix B for responses to question G1 - If ITS could invest in one improvement for this room this year, what should it be?

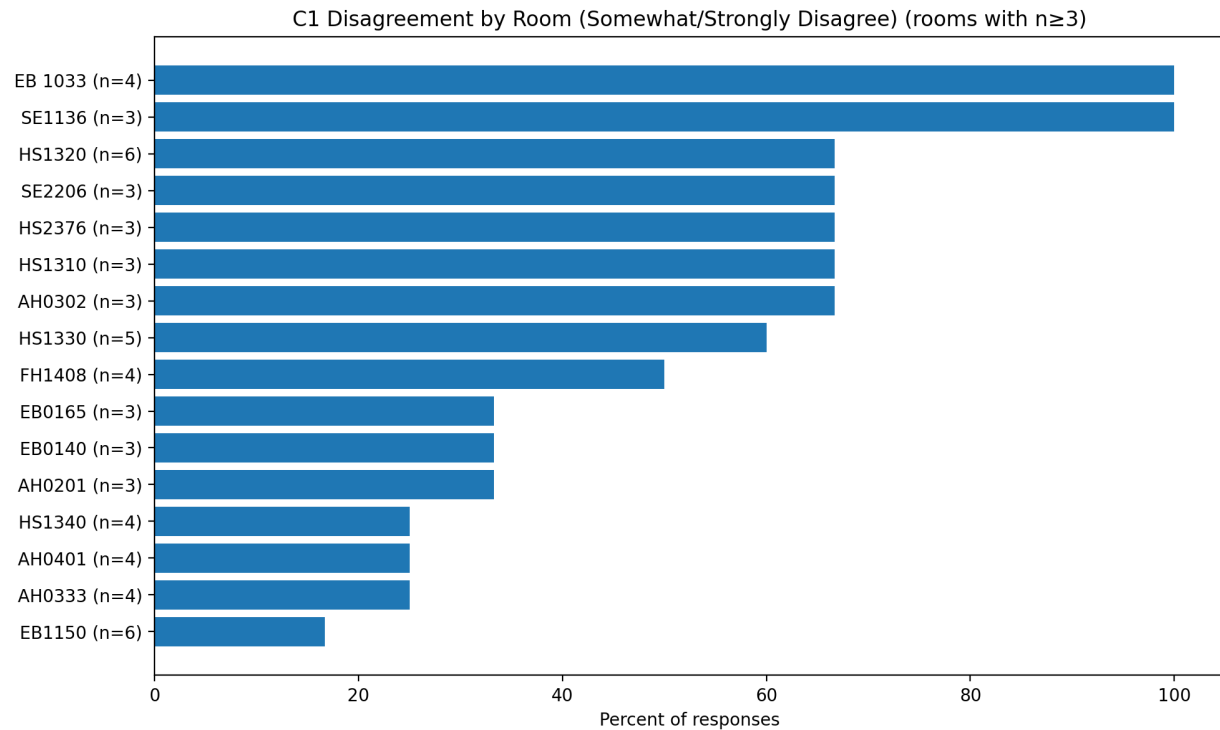
See Appendix C for responses to question K3 - Anything else we should know?

Appendix A – Room-level Charts

Results

Furniture supports quick reconfiguration (<2 minutes) for group work.

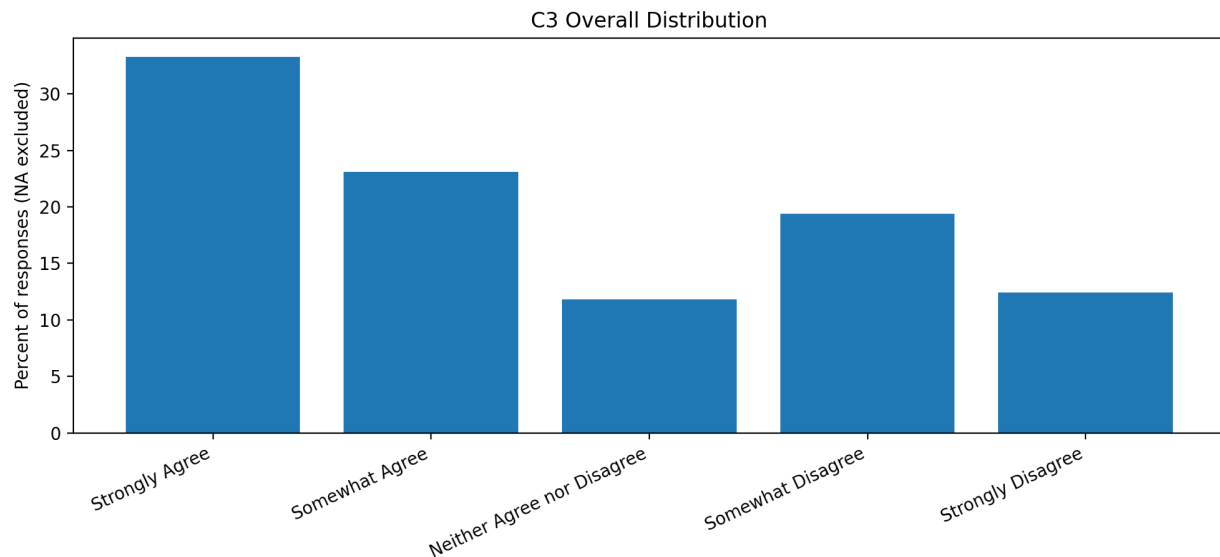


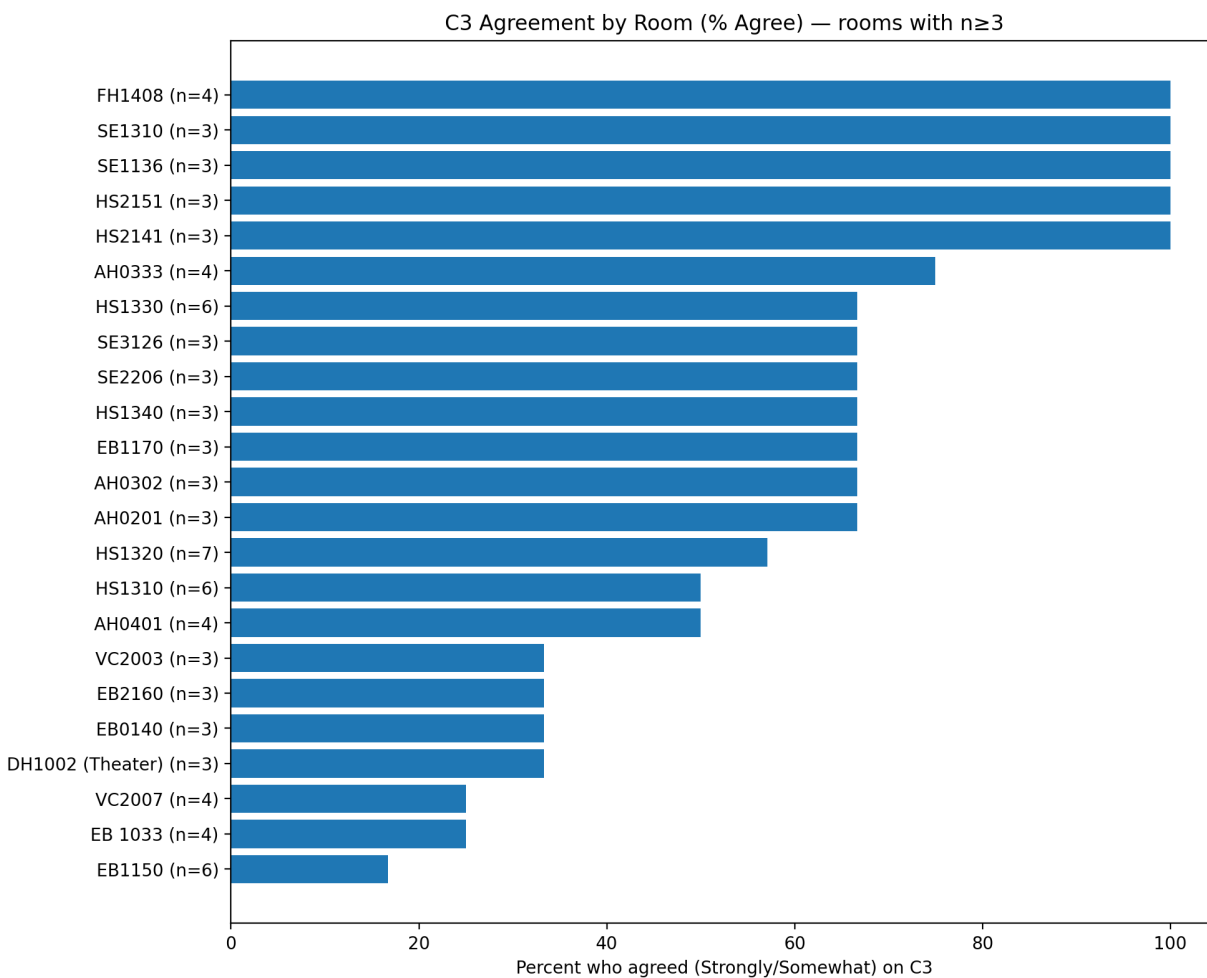


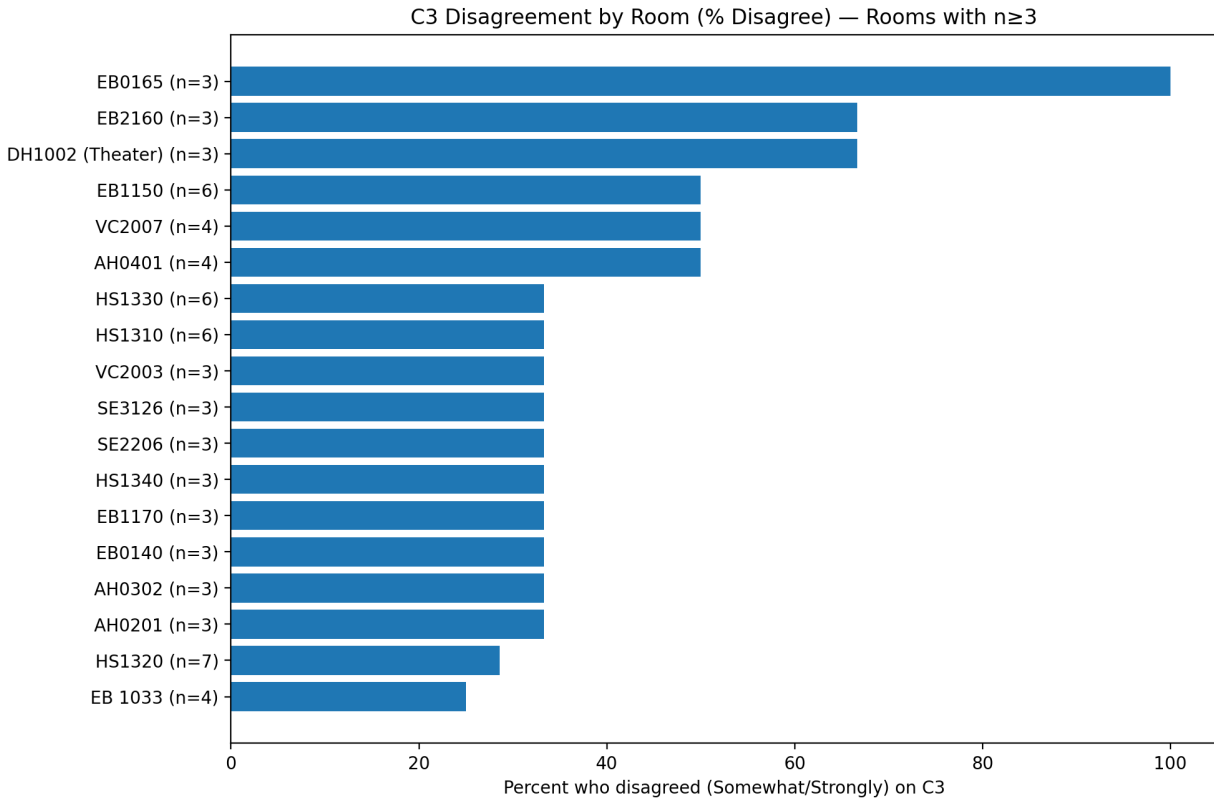
Takeaway: Nearly split but of the faculty ITS met directly with, flexible furniture was only a concern if they needed it to be flexible for their class. Many courses do not have that need.

Writing surfaces are sufficient and usable while projection is active.

C3: Writing surfaces are sufficient and usable while projection is active



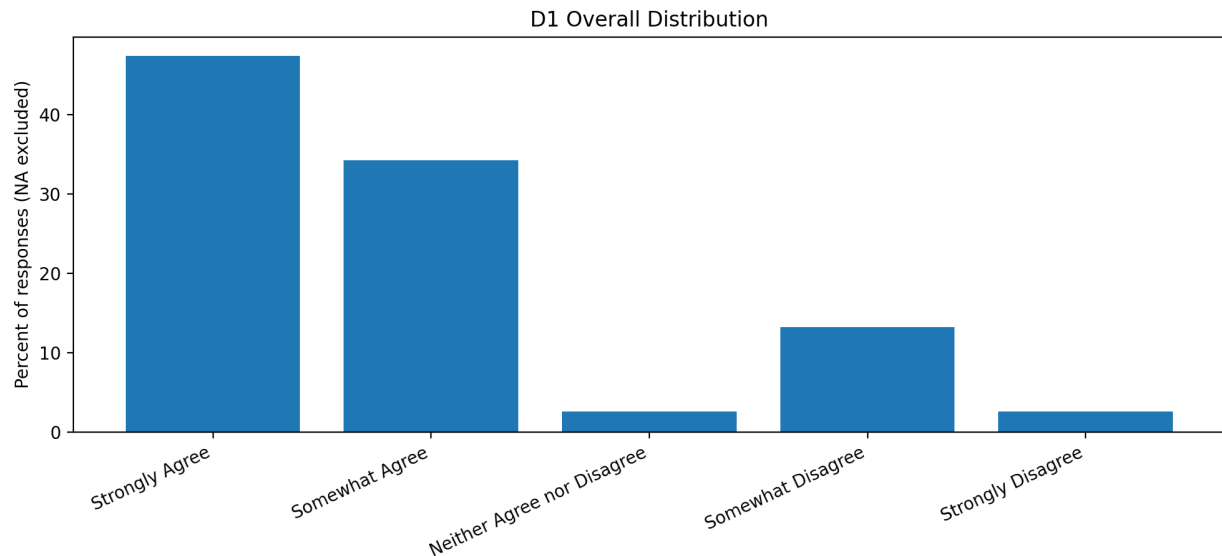




Takeaway: Most classrooms have sufficient writing space, but the 18 rooms shown in the disagreement bar chart should be examined.

Room acoustics support hearing questions and discussions throughout the space.

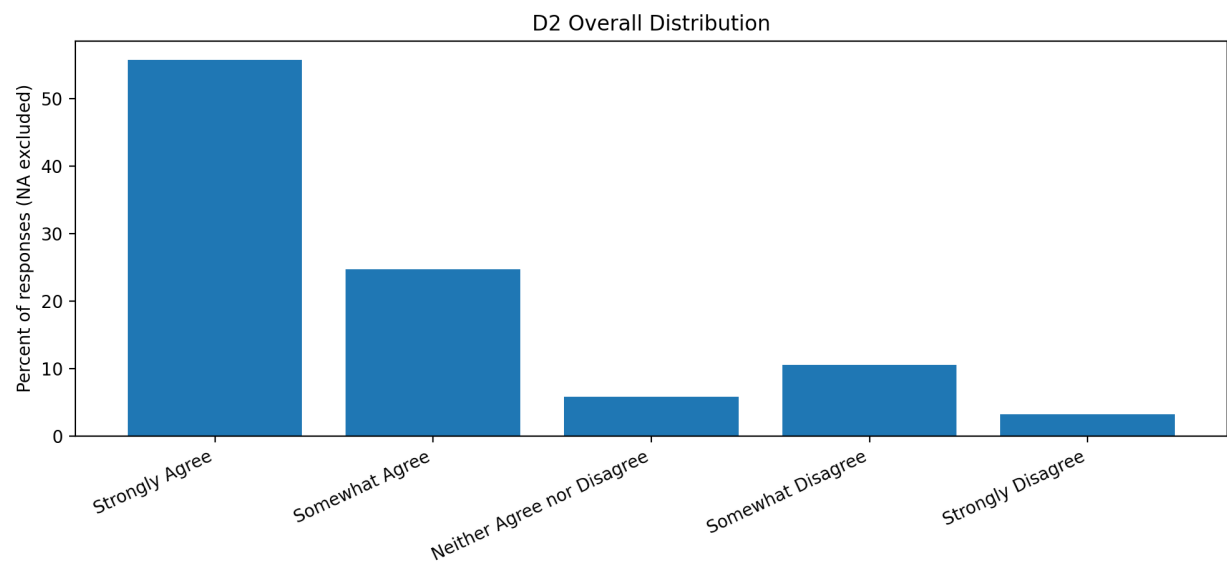
D1: Room acoustics support hearing questions and discussions throughout the space

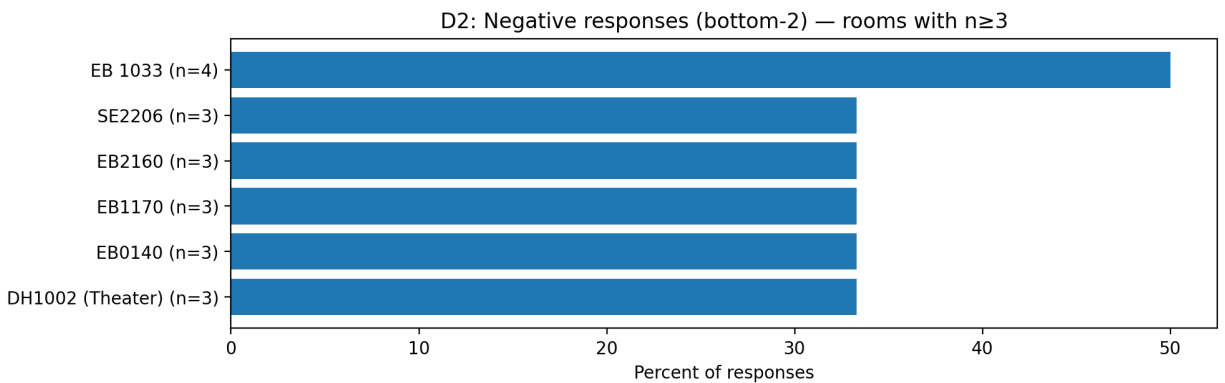
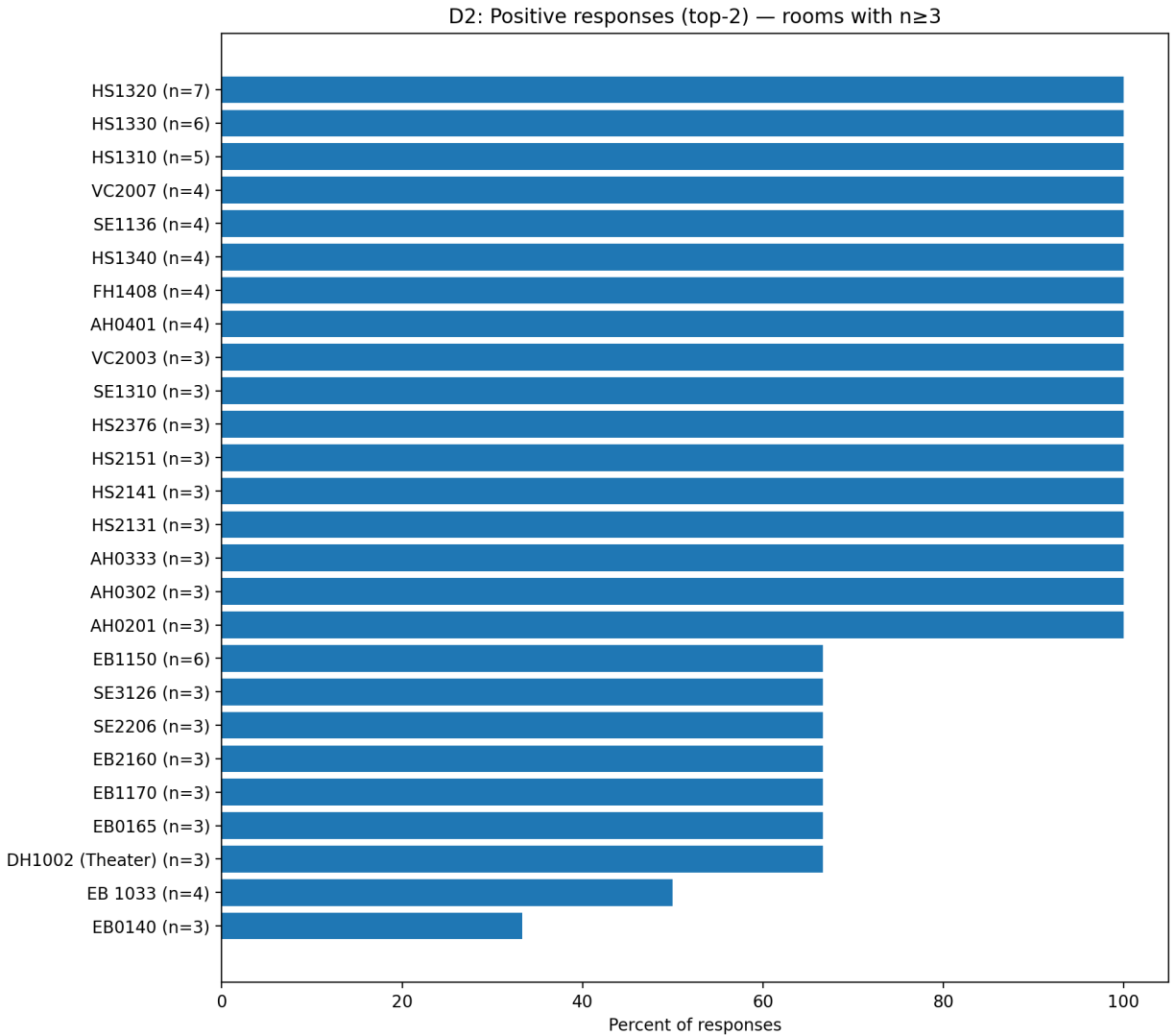


Takeaway: The strong majority of classrooms support hearing questions and discussions throughout the space.

Lighting levels and controls are appropriate for projected content and note-taking.

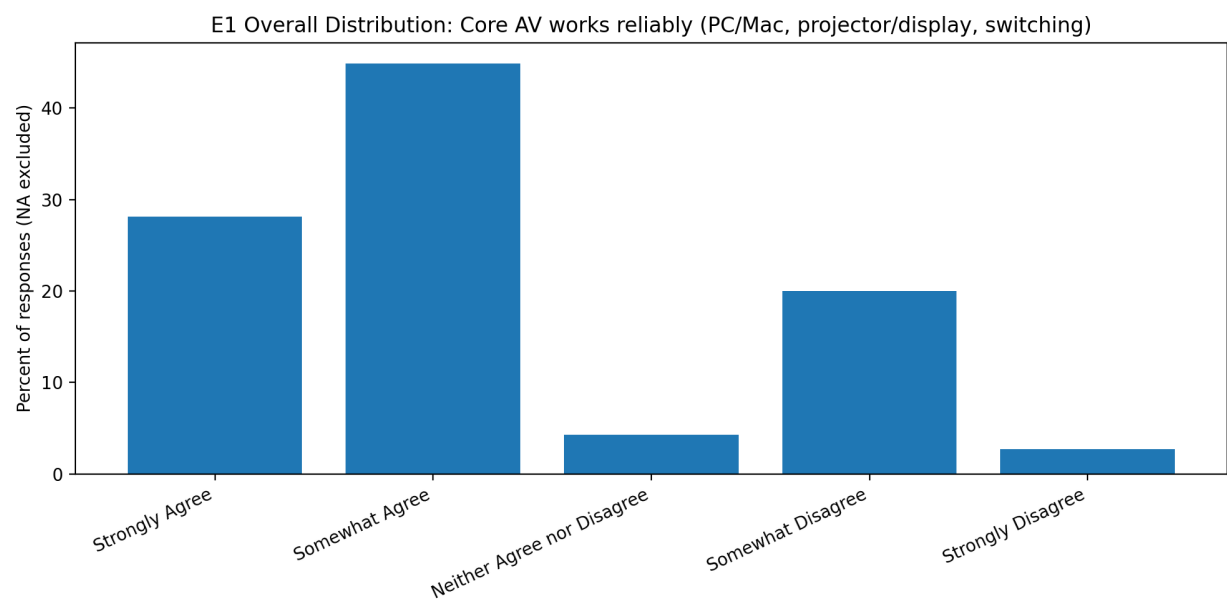
D2: Lighting levels and controls are appropriate for projected content and note-taking



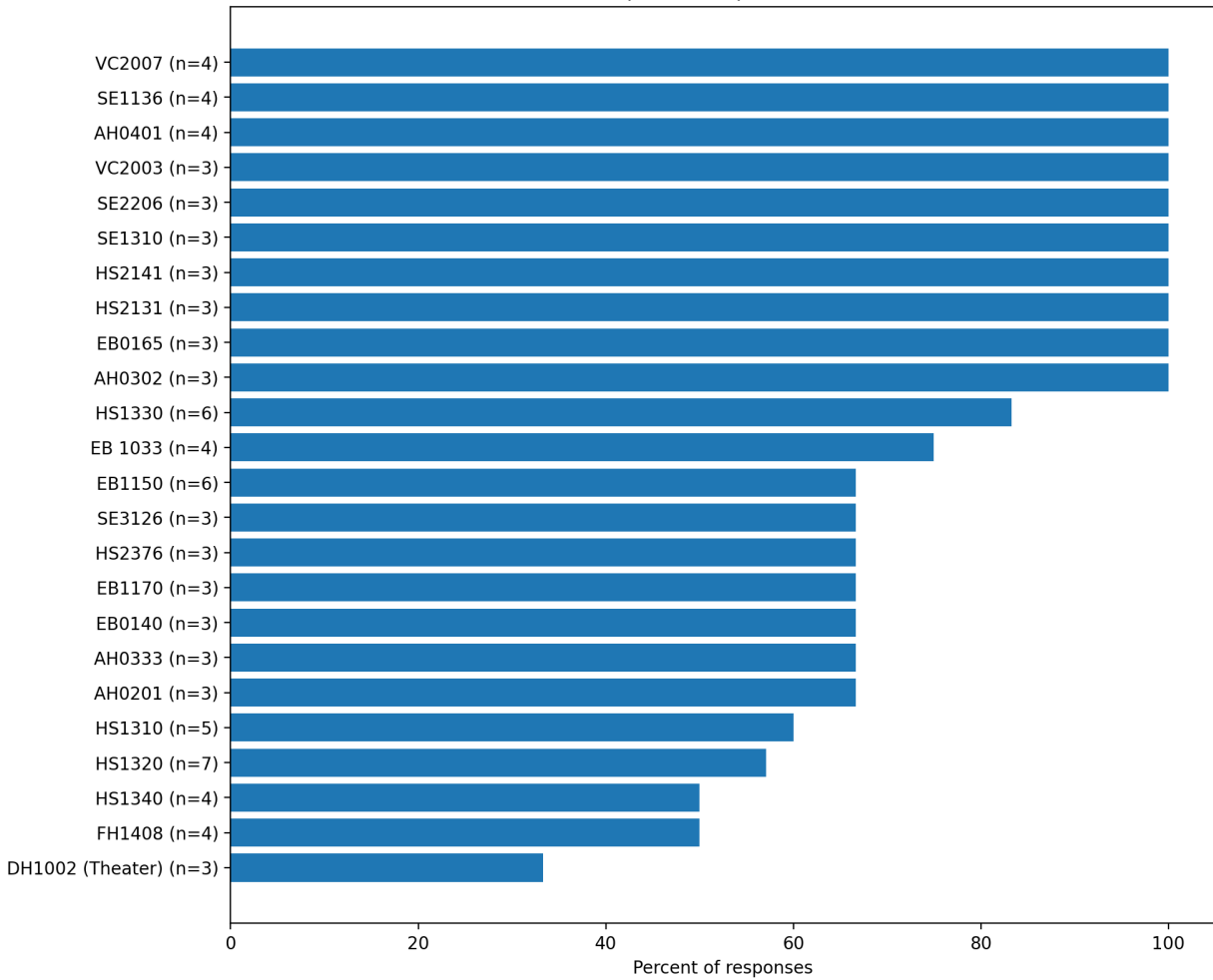


Takeaway: Most classrooms have Lighting levels and controls appropriate for projected content and note-taking. The six classrooms listed in the negative response bar chart should be followed up on.

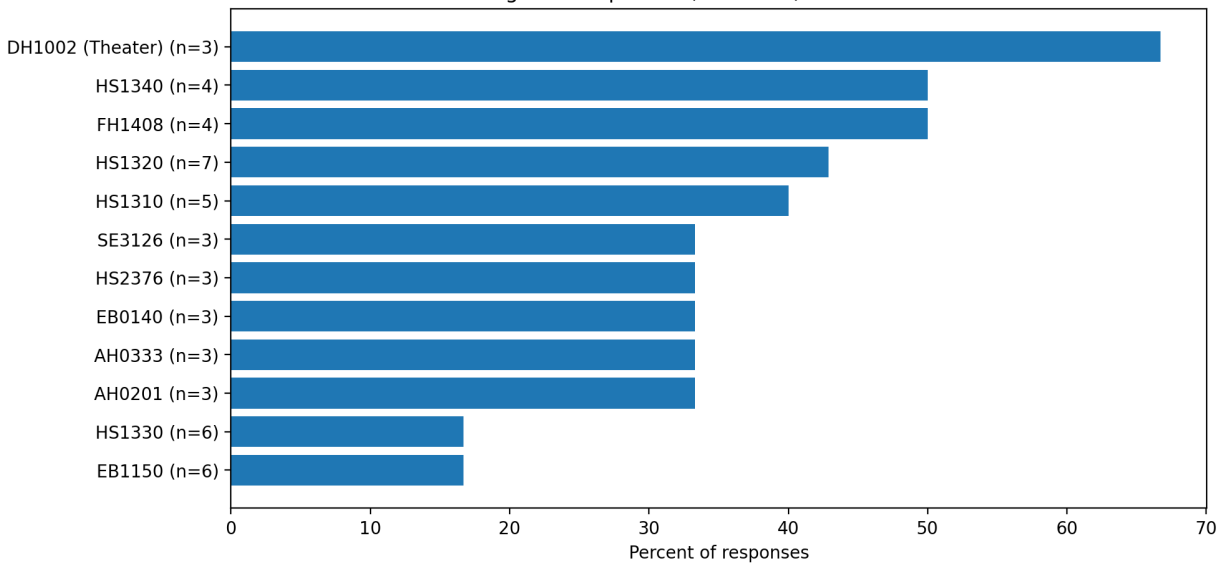
Core AV works reliably (PC/Mac, projector/display, switching).



E1: Positive responses (top-2) — rooms with $n \geq 3$



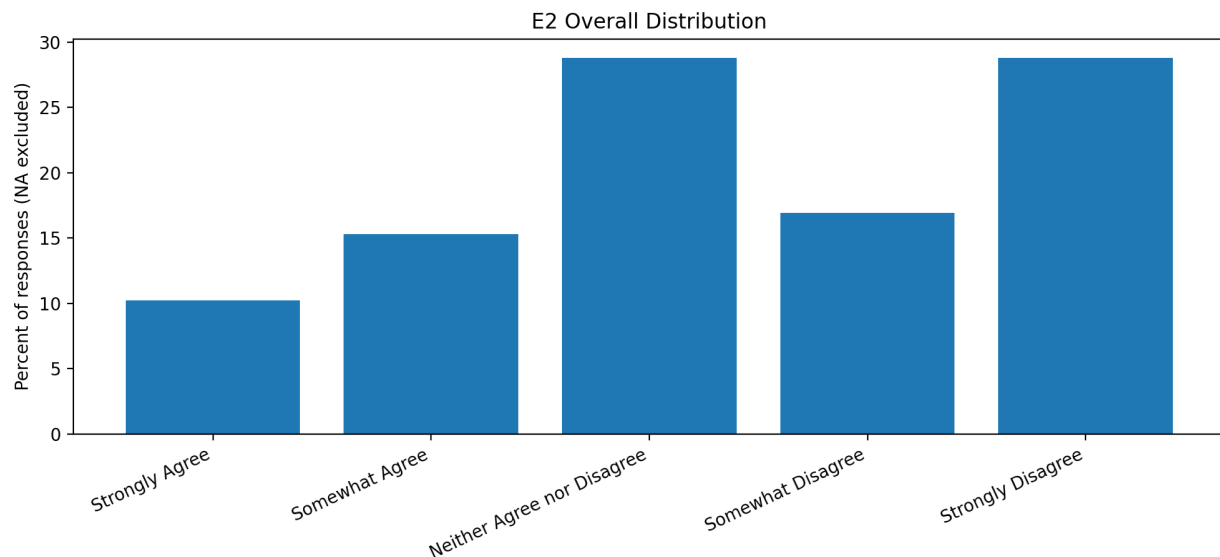
E1: Negative responses (bottom-2) — rooms with $n \geq 3$



Takeaway: Core AV is reliable in most classrooms, but the classrooms that stand out in the negative response bar chart should be investigated to see what can be improved to increase reliability.

Wireless presentation (Apple TV/AirMedia/etc.) is dependable and easy to use.

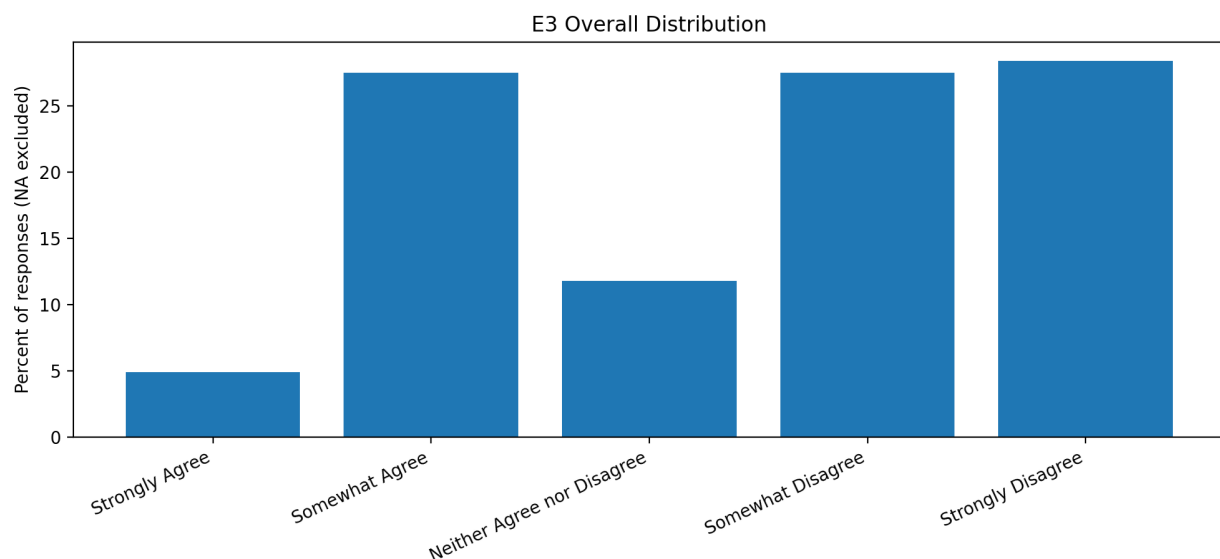
E2: Wireless presentation is dependable and easy to use

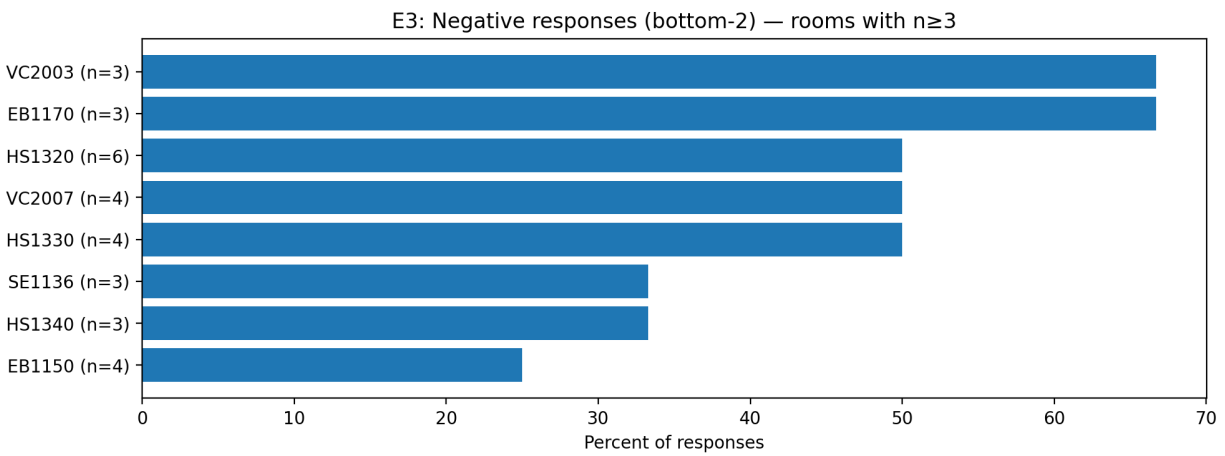
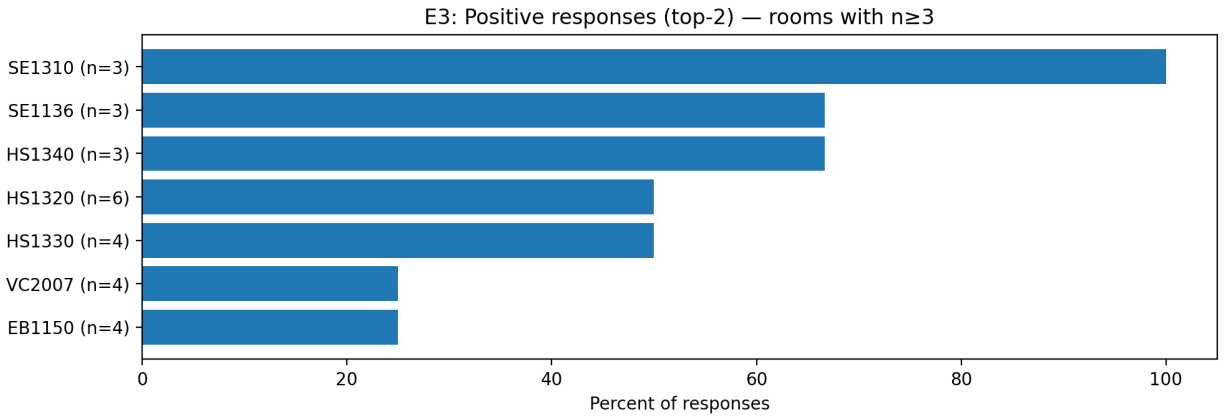


Takeaway: Satisfaction is notably low with wireless presentation. This technology is generally less reliable by default but indicated that ITS should develop an instructional resource posted in the classrooms.

Cameras and microphones support equitable remote participation/recording.

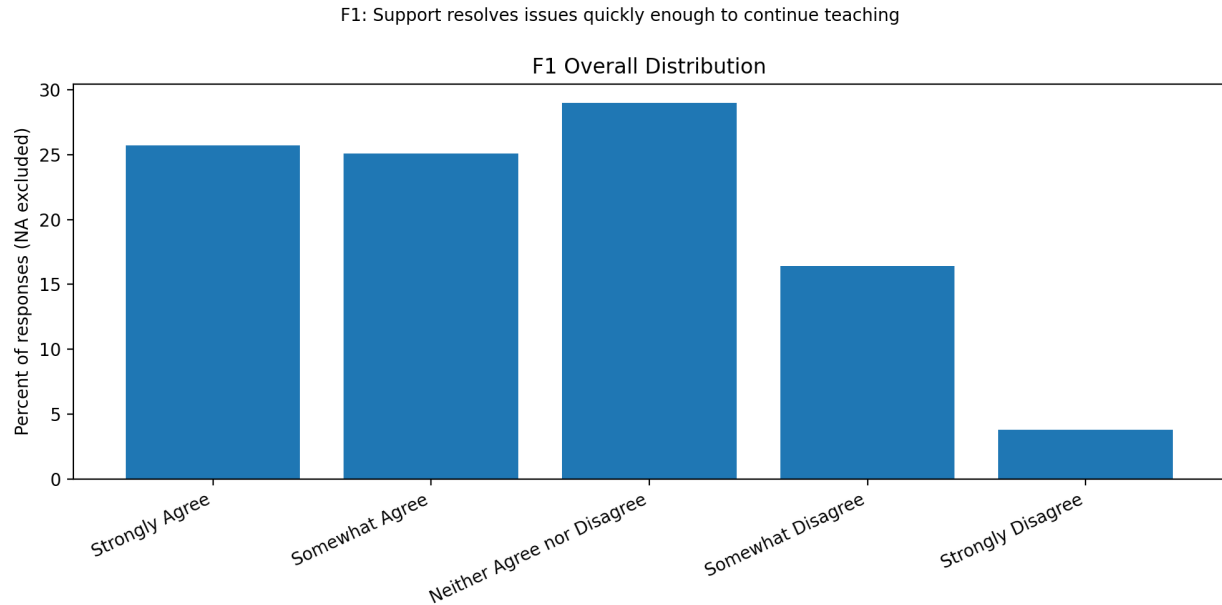
E3: Cameras and microphones support equitable remote participation/recording





Takeaway: Not many classrooms had a statistically significant number of responses. The positive rooms should be studied so we can apply what is working well to the rooms negatively responded to. Many rooms were found on both the positive and negative list, indicating adequate training resources are a core issue.

When technology fails during class, support resolves it quickly enough to continue teaching.



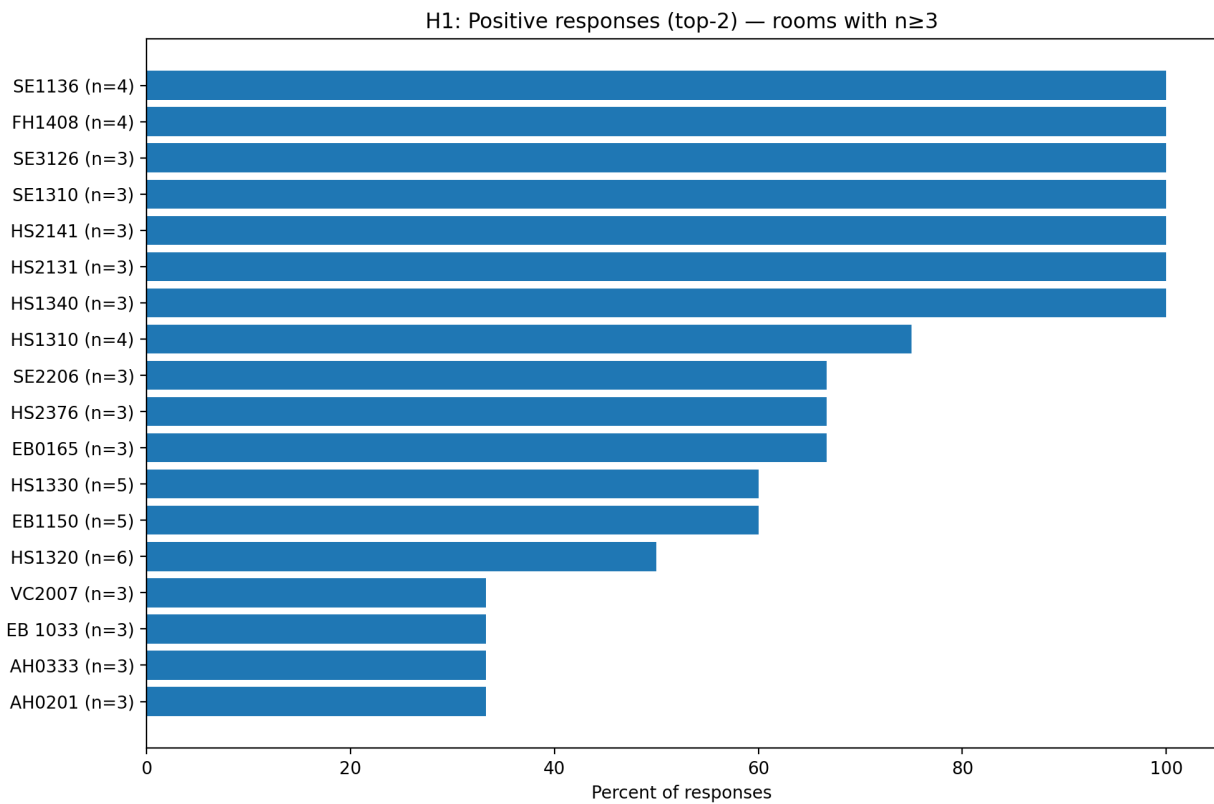
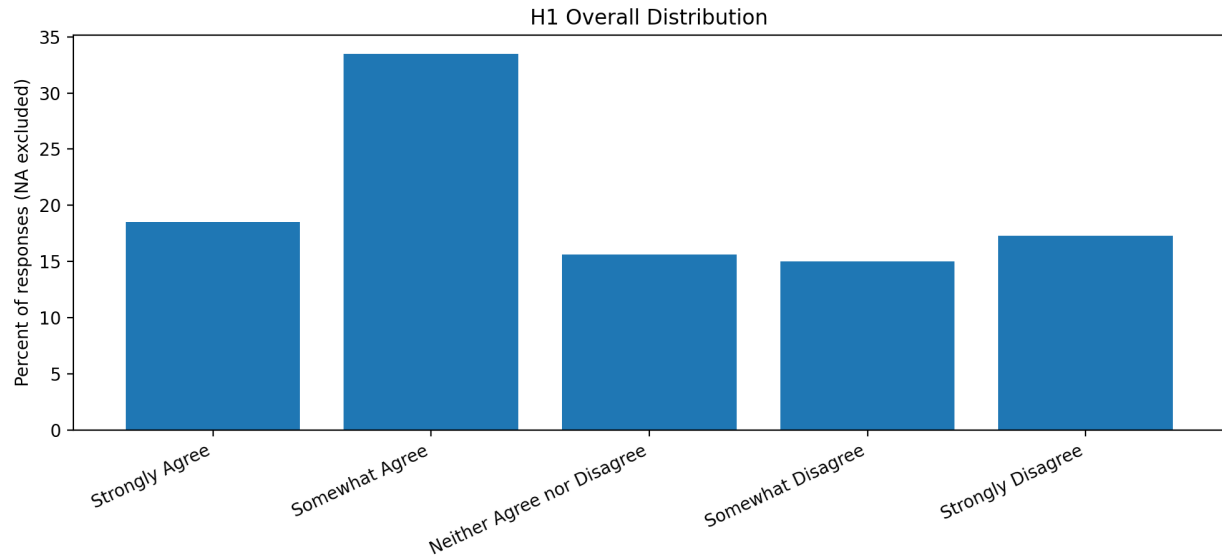
Takeaway: Support generally arrives quickly enough to resolve issues about 80% of the time.

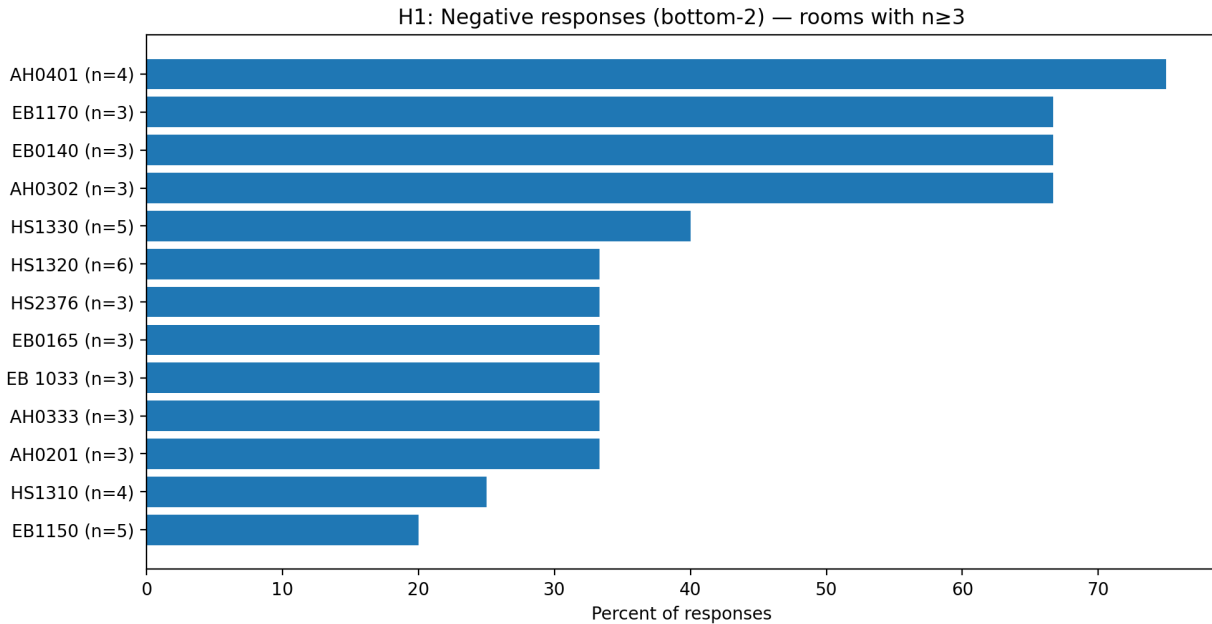
How satisfied are you with the reliability of this room over the past term?

*No room rated 3 times or more to produce a statistically significant result.

This room supports inclusive teaching (mobility access, sight lines, captions/assistive listening).

H1: Room supports inclusive teaching (mobility/sight lines/captions/assistive listening)



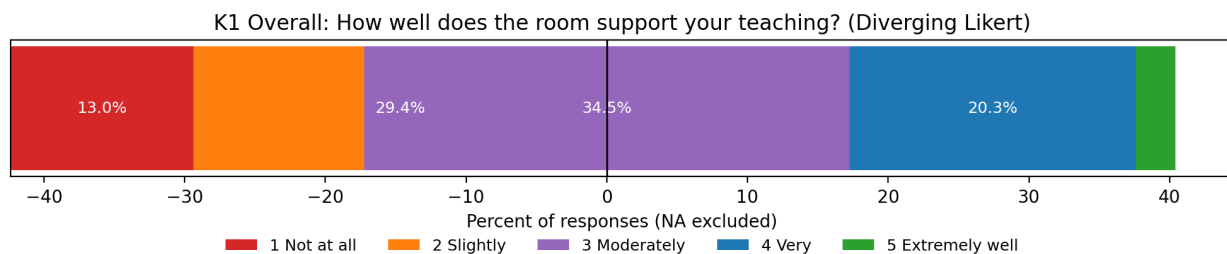


Takeaway: Based on the comments, the negative responses likely refer to classrooms where the podium blocks the view of the board for some students. A height adjustable lectern should be considered for these classrooms.

In the last month, how many class sessions were disrupted by technology problems in this room?

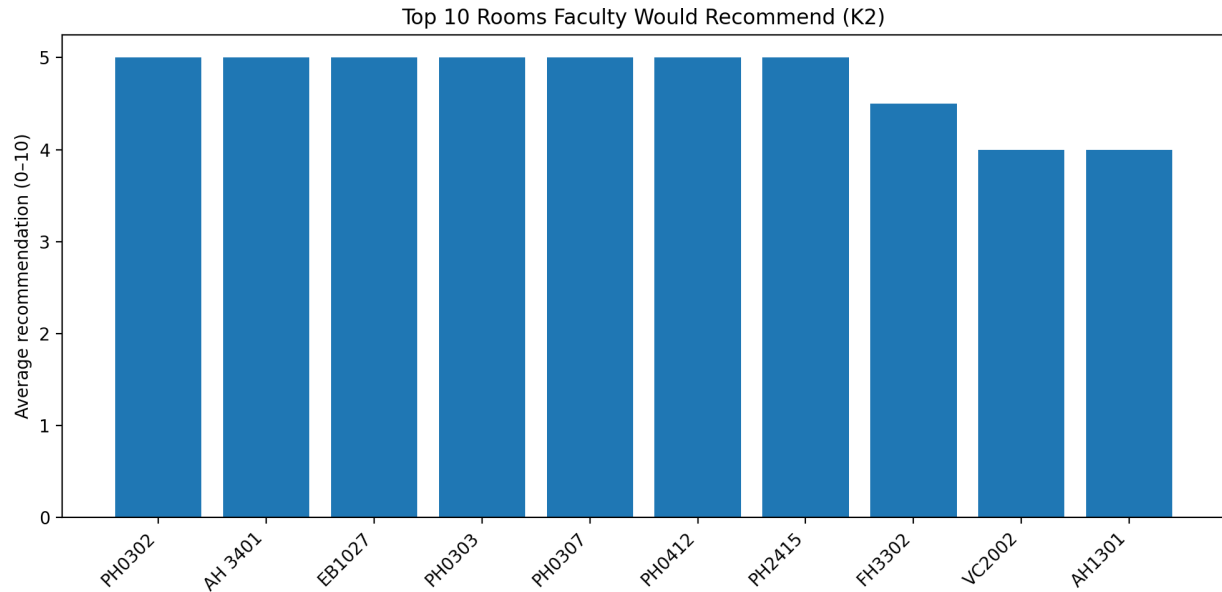
*No room rated 3 times or more to produce a statistically significant result.

Overall, how well does this room support your teaching?



Takeaway: 57.6% of classrooms at least moderately support the faculty teaching style incorporated. Classroom walkthrough with faculty who most frequently teach in the rooms should continue.

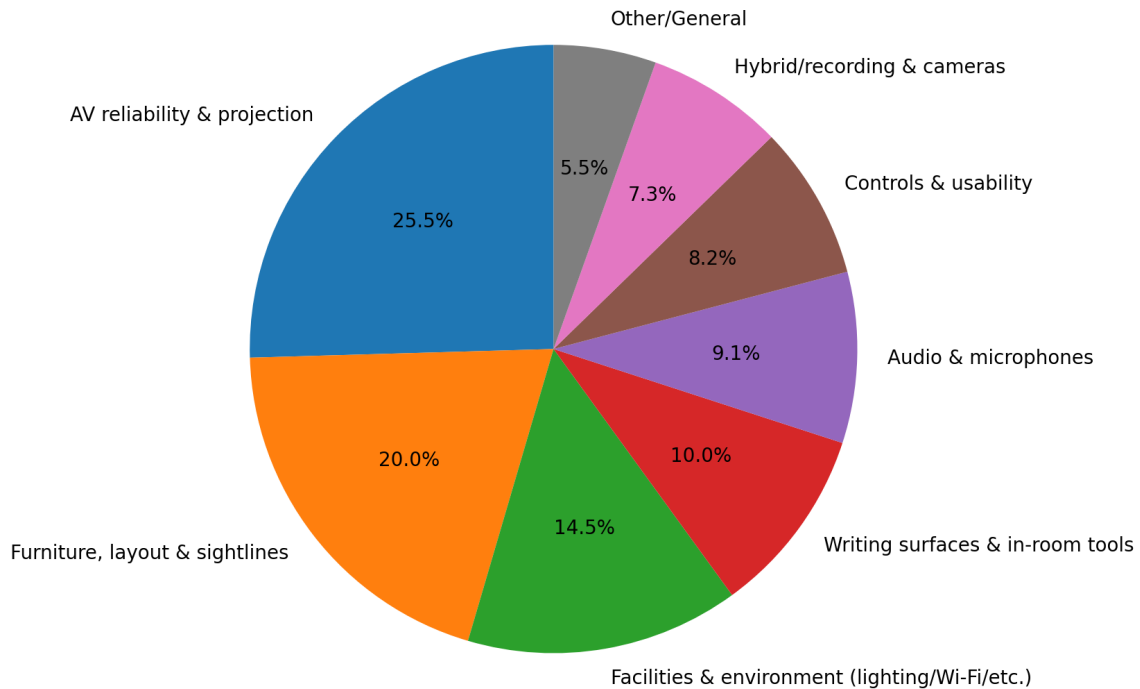
How likely are you to recommend this room to a colleague with similar needs?



Takeaway: These classrooms should be visited to see what attributes make them so well-liked that can be incorporated into other rooms.

If ITS could invest in one improvement for THIS ROOM this year, what should it be?

G1 Suggested Improvements: Category Mentions (n = 110 mentions)

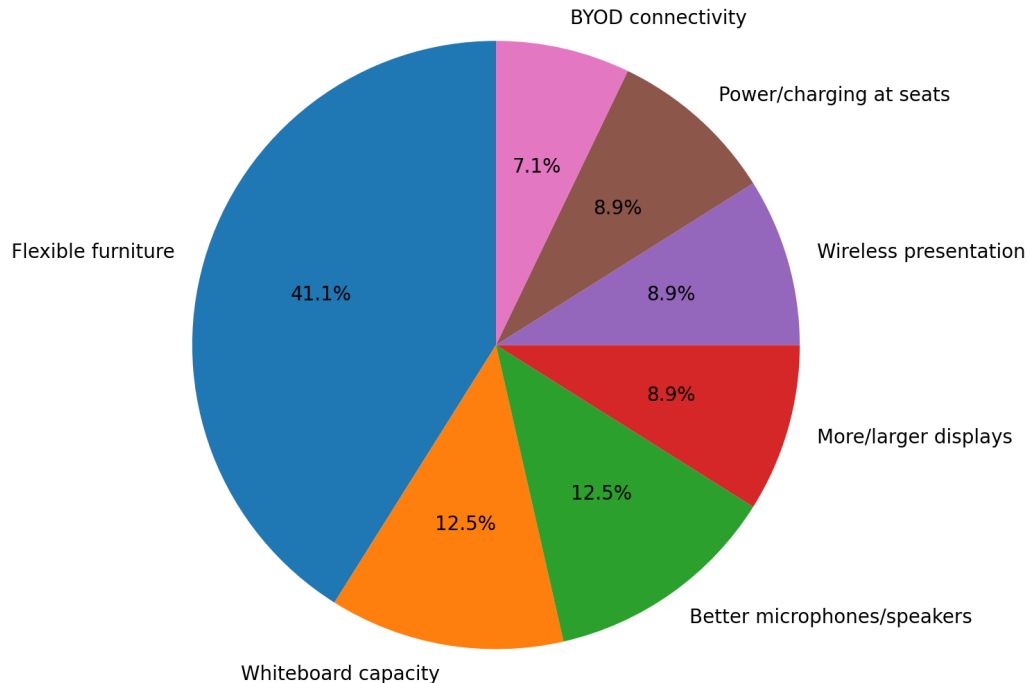


See Appendix A for full responses to this question.

Takeaway: AV reliability, classroom layout, the facility, and writing surfaces are the most widely requested which matches open ended responses later in the survey.

Across all SIUE classrooms, which single investment would be most valuable for your teaching?

G2: Most Valuable Investment — Top 7 Categories (n=56 of 61 total)



Takeaway: Furniture in classrooms should be revisited and discussed with faculty.

What are the Most Frequent Classroom Problems?

1. **Furniture/layout and sightlines (27 mentions)**
 - a. Fixed seating or tables that make **group work difficult**
 - b. **Cramped** layouts / room orientation issues
 - c. **Podium/lectern height/placement** blocking views or making teaching awkward
2. **Projection/display issues (23 mentions)**
 - a. Projector/display **unreliable** or **overheating**
 - b. Screens **too small**, poorly placed, or **blocked by the podium**
 - c. "Wrong monitor not projecting," color/visibility problems, desire for "freeze" function
3. **Controls, usability, and overall reliability (16 mentions)**
 - a. Confusing or non-responsive **control panels**
 - b. **Slow startup**, login quirks, inconsistent system behavior
 - c. Requests for **clear troubleshooting instructions** / better faculty training
4. **Whiteboards/writing surfaces (14 mentions)**
 - a. Need **more whiteboard space**
 - b. Screens covering boards / inability to use board and projection together
 - c. Requests for portable boards, better "smart" writing/inking support
5. **Audio and microphones (12 mentions)**

- a. Mic **feedback**, poor sound quality, inconsistent audio routing
 - b. Challenges getting audio to work for **video/livestream**
 - c. Difficulty hearing questions/discussions (in-room + remote)
- 6. **Environment: lighting/acoustics/temperature (10 mentions)**
 - a. Lighting **flicker**, humming, limited/difficult controls
 - b. **Acoustics/noise bleed** between rooms; hard to hear students
 - c. Temperature swings (too hot/cold)
- 7. **Hybrid/recording/cameras (9 mentions)**
 - a. Better **camera/mic** support for hybrid teaching
 - b. Poor remote audio clarity; recording quality issues
- 8. **Connectivity (6 mentions)**
 - a. **Wi-Fi** dead spots/drops, slow speeds
 - b. Requests for **Apple TV/wireless**, more **HDMI**, or wired **Ethernet**
- 9. **Facilities odds-and-ends (6 mentions)**
 - a. **Light switches, clocks**, other “room upkeep” items

Appendix B: G1 Room Comments

Responses from Question G1 - If ITS could invest in one improvement for THIS ROOM this year, what should it be?

ADE2214, ADE2234

- Large monitors for projection—color for presentation is always way off color wise—if you go to other institutions their design rooms have as many as three monitors mounted with projection seen from multiple view points and desks or tables in small group round table set ups

AH 3401, AH 3403, AH1301

- We need white boards! I am allergic to chalk and so are some of my students. Also, the screens should not be covering boards (the screen in Ah 3401 completely covers the chalk board).

AH0201

- AH Room-Upgraded chairs, audio system PH2304-Fix light switch in room, consistently working projector and side monitors, there is quite a bit of miss matched, seemingly random chairs and tables in the room. I know some are for inclusion and accessibility needs, but many do not appear to be usable in that capacity but are present in the front of the room
- better technology to facilitate hybrid meetings.

AH0401

- AH0401 is one of our favorite and best rooms in psychology. the tables are really nice and it's centrally located. the chairs are comfortable (compared to other classrooms) and the tech *usually* works, though i have problems with the projector from time to time. we call it "the red room" and i have quite fond of it's pros. however, i have had to request room changes for classes in this room on occassion as there are three major issues in this room: 1. the temperature varies wildly - sometimes it's really hot and sometimes it's quite cold (though the heat is more of a problem b/c it makes students really sleep and is hard on professors while presenting). 2. the podium obscures the projector screen. there is a little space in the back and i the tables could be rearranged to accomadate a different set up in the back of the room. 3. there is only one small chalkboard, so i cannot teach my statistics classes in here at all. adding a white board would be helpful. thanks!!
- Better seating arrangements and chairs so that we can do group work better
- better technology to facilitate hybrid meetings.

AH1203

- These rooms and the technology used need to be completely renovated. Tweaking/minor adjustments to will not do what is needed. Rather we need to think completely differently about how we set up and the infrastructure that supports courses requiring computing support.

DH1002 (Theater)

- Better WiFi for students. Speeds are slow and connections are dropped.
- Dunham Theater- work on the wi-Fi dead spots. SE3126 - the two computer screens leaves a small podium space. It makes reaching the controls difficult to have to move a monitor. Also the control screen is fixed - the tech works when buttons are pushed, but nothing changes on the control screen.
- SE3126 - computer startup is SSSLLLOOOWWW. It takes several minutes for the software that controls the on screen inking tools to load. If powerpoint is opened before they load, it doesn't work. This is new this semester. SE1312 - Projector overheats when used for back to back classes. Working now that I coordinate with person teaching before, but if it was a MWF class with only 10 minutes and I didn't know the person, it may not work out.

DH1014, DH2039

- DH 2039 and DH 1014 has lights or screen flickering. Software installation has been hard this semester in DH 2039. DH 2039 needs a thicker wall to prevent the sounds coming from the Theater Department's auditioning room next to it. SE 2268 has the instructor's computer not working last year, but I did not teach in it this year.

EB 1033

- EB1033 has light issues too. I will contact facilities on that.
- Make the lighting in EB1033 more user friendly. There are too many options on the lighting control and many do the same thing.

EB 2011

- At least one more wired Ethernet connection for my laptop (the old one seemingly isn't connected anymore?)
- Change the orientation of EB 1150, extremely difficult room to teach since instructor podium is to one side of the room located in a way that you cannot engage with majority of the students.

EB0140

- Microphone as part of the projection system.

EB0165

- Microphone as part of the projection system.

EB1027, EB2170

- Equipped with fully online classes, students can learn from anywhere.

EB1150

- Change the orientation of EB 1150, extremely difficult room to teach since instructor podium is to one side of the room located in a way that you cannot engage with majority of the students.

- Screen positions and white board positions are not feasible for a professor who wants to use both. I suggest providing a large portable whiteboard for EB 1150

EB1160

- Apple TV in EB 2160 and EB 1160

EB1170

- Equipped with fully online classes, students can learn from anywhere.
- Fix the light switch, but that's facilities right? Can't figure out how to get it to work after I don't know how many years and just keep pushing it until it decides to do what I need it to do. That is EB1170. EB1033 has light issues too. I will contact facilities on that.

EB2155

- EB 2155 - new podium/smart screen

EB2160

- Apple TV in EB 2160 and EB 1160
- Equipped with fully online classes, students can learn from anywhere.

FH0103, FH0107

- Figure out a way to not have the screen blocked by the podium

FH0116

- better technology to facilitate hybrid meetings.

FH0300

- More information about the SMART monitor/or more digital writing/interaction with the PC in the room.
- More space to write (whiteboards)

FH0306

- In FH 0306, I would like more whiteboards and moveable desks.

FH0308

- Upgrading the camera technology so it is suitable for hybrid courses

FH1408

- Consistent working technology
- FH 1408- tables make group work difficult.
- More information about the SMART monitor/or more digital writing/interaction with the PC in the room.

- having audio working when showing a video or livestream

FH2409

- Figure out a way to not have the screen blocked by the podium
- Make the lecterns lower so that all of the white/black board is visible to students. I find myself writing on the board but they can't see half of it because the lectern blocks their view.

FH3207

- These rooms and the technology used need to be completely renovated. Tweaking/minor adjustments to will not do what is needed. Rather we need to think completely differently about how we set up and the infrastructure that supports courses requiring computing support.
- podium controls should be available while sitting or standing (or for short people and tall people)

FH3208

- These rooms and the technology used need to be completely renovated. Tweaking/minor adjustments to will not do what is needed. Rather we need to think completely differently about how we set up and the infrastructure that supports courses requiring computing support.
- This room needs a podium with the monitor raised so instruction while using the computer does not require sitting. There are two desks in the back of the room with monitors blocking student view of the instructor and screen. Additional whiteboards on the side wall would be helpful for more writing space.

FH3302

- Figure out a way to not have the screen blocked by the podium
- That the sound and computer are reliable.

FH3408

- Consistent working technology
- having audio working when showing a video or livestream

HS1121

- Ability to project on white board without the screen.

HS1131

- Making the lights dimmable? It's either on or off.

HS1310

- Provide troubleshooting instructions for tech for each podium, the student desks in HSB 1310/1320/1330 are not conducive to non-traditional learning. As an instructor in these spaces, it is terribly difficult to hear student questions asked near the back of the room, question the students

ability to see the screen. We try to record lectures and Teams provides limited capabilities versus what we had with Zoom. Disappointed the university got rid of Zoom.

HS1320

- Challenge with correct monitor not projecting on screen.
- Provide troubleshooting instructions for tech for each podium, the student desks in HSB 1310/1320/1330 are not conducive to non-traditional learning. As an instructor in these spaces, it is terribly difficult to hear student questions asked near the back of the room, question the students ability to see the screen. We try to record lectures and Teams provides limited capabilities versus what we had with Zoom. Disappointed the university got rid of Zoom.
- The sound is unreliable, whether its standard settings or something I don't know. But, it's unpredictable whether those online will be able to hear us or we will be able hear those who are attending online.

HS1330

- Provide troubleshooting instructions for tech for each podium, the student desks in HSB 1310/1320/1330 are not conducive to non-traditional learning. As an instructor in these spaces, it is terribly difficult to hear student questions asked near the back of the room, question the students ability to see the screen. We try to record lectures and Teams provides limited capabilities versus what we had with Zoom. Disappointed the university got rid of Zoom.
- The sound is unreliable, whether its standard settings or something I don't know. But, it's unpredictable whether those online will be able to hear us or we will be able hear those who are attending online.

HS1340

- Challenge with correct monitor not projecting on screen.
- Provide troubleshooting instructions for tech for each podium, the student desks in HSB 1310/1320/1330 are not conducive to non-traditional learning. As an instructor in these spaces, it is terribly difficult to hear student questions asked near the back of the room, question the students ability to see the screen. We try to record lectures and Teams provides limited capabilities versus what we had with Zoom. Disappointed the university got rid of Zoom.

HS2131

- Making the lights dimmable? It's either on or off.

HS2141

- Advanced Kahoot software for all faculty

HS2151

- The lavalier microphone gives audio feedback when on, so I cannot record sound (lecture) for my student on maternity leave, nor for the international student who had to leave for a visa issue.

HS2161

- Advanced Kahoot software for all faculty
- Instructions for the audio- I play music in class and use Kahoot- sometimes it's tricky to figure out how to get the sounds working when switching between programs

HS2171

- The sound is unreliable, whether its standard settings or something I don't know. But, it's unpredictable whether those online will be able to hear us or we will be able hear those who are attending online.

HS2376

- Challenge with correct monitor not projecting on screen.

LL0044 (Abbott)

- Repair/replace ceiling-mounted projector to free up floor space in front of stage.

PH0302

- Replace desks with tables to facilitate better communication between students

PH0303

- Replace desks with tables to facilitate better communication between students

PH0412

- In PH 0412, I would like moveable desks and less desks in the room.

PH0307, PH0409, PH1402, PH3406

- podium controls should be available while sitting or standing (or for short people and tall people)

PH1404, PH2415

- Make the lecterns lower so that all of the white/black board is visible to students. I find myself writing on the board but they can't see half of it because the lectern blocks their view.

PH2304

- PH2304-Fix light switch in room, consistently working projector and side monitors, there is quite a bit of miss matched, seemingly random chairs and tables in the room. I know some are for inclusion and accessibility needs, but many do not appear to be usable in that capacity but are present in the front of the room

PH2412

- All three rooms suck

- The ability to freeze the projector screen (since no remote provided, as far as I know, cannot do that function)

PH3315

- A wall writing space that is near the podium but not obscured by the screen when the screen is extended for the DP. The only other alternative currently is clear across the room and I must navigate through student seating. It is cumbersome to the point of not being usable.

SE1136

- Better education for faculty who try to troubleshoot and thereby screw things up for the next user.
- Smaller, more adjustable lecterns.
- The ability to freeze the projector screen (since no remote provided, as far as I know, cannot do that function)

SE1310

- Better education for faculty who try to troubleshoot and thereby screw things up for the next user.
- Smaller, more adjustable lecterns.
- thanks for your consistent support!

SE1312

- SE1312 - Projector overheats when used for back to back classes. Working now that I coordinate with person teaching before, but if it was a MWF class with only 10 minutes and i didn't know the person, it may not work out.
- Smaller, more adjustable lecterns.

SE2206

- Make sure document cameras work consistently without randomly freezing
- New HDMI connection cable for laptops

SE2216

- FH 1408- tables make group work difficult.
- Make the lecterns lower so that all of the white/black board is visible to students. I find myself writing on the board but they can't see half of it because the lectern blocks their view.

SE2232

- In SE 2232, I would like white or chalk boards on all four walls.
- Make sure document cameras work consistently without randomly freezing

SE2262

- Make sure document cameras work consistently without randomly freezing

SE2268

- SE 2268 has the instructor's computer not working last year, but I did not teach in it this year.
- Make sure document cameras work consistently without randomly freezing

SE2280

- New HDMI connection cable for laptops

SE3126

- Better education for faculty who try to troubleshoot and thereby screw things up for the next user.
- SE3126 - computer startup is SSSLLLOOOWWW. It takes several minutes for the software that controls the on screen inking tools to load. If powerpoint is opened before they load, it doesn't work. This is new this semester. SE1312 - Projector overheats when used for back to back classes. Working now that I coordinate with person teaching before, but if it was a MWF class with only 10 minutes and i didn't know the person, it may not work out.

SW1065

- Better furniture that is easy to move around the room.

VC2002, VC2003

- Better lighting and acoustics
- VC 2002 - needs a drop down ceiling to deal with acoustics. Also, the lights hum at a decibel that most students struggle with (I'm old; I don't notice it)

VC2004

- A working clock for the wall in all of our classrooms
- VC 2002 - needs a drop down ceiling to deal with acoustics. Also, the lights hum at a decibel that most students struggle with (I'm old; I don't notice it)

VC2007

- A working clock for the wall in all of our classrooms
- All of the VC rooms need working clocks for the wall Also, I tried to teach and record a zoom lecture and the audio was not good enough for those on zoom to hear
- Better lighting and acoustics

VC2306

- A working clock for the wall in all of our classrooms
- Better lighting and acoustics

Appendix C: K3 Comments

Responses to Question K3 - Anything else we should know?

more interactive software

The screen in EB1170 is a good size for the room but in 2170 (one floor above) and other rooms in EB the screen is so small and over to one side of the room that the students sitting on the other side can't see it and neither can the ones in the back. Not even worth having it.

I teach for the English department. I appreciate that this is a computer lab, but the space is very cramped and it makes multi-modal teaching really difficult. I wonder if the computer stations could be reconfigured to take up less space or if the extra doors in that room are truly necessary? (Or could they have whiteboard paint on them?)

I am a mass comm instructor. Too often we are asked to use new classrooms each semester. Ideally, all of our classes would be in Dunham Hall, which is designed to support my MC 202 classes. Thanks.

DH 2039 needs its lights fixed immediately and software installation permits figured out quickly.

Need clocks please!

You want us to do active learning and then make the set up of the rooms impossible to do that... it's frustrating.

Not answering the prior question as this would be incremental. These classrooms worked 10-15 years ago (kind of). We need new ideas, new approaches, and fundamental changes. Not cheap, not easy, but moving deck chairs on the Titanic was not very helpful....

Better computer in room. Prioritize faster startup and login with classroom machines.

I teach active-learning discussion classes. We have to move the furniture around, so I value flexibility and space in a classroom. Those PH24XX classrooms are packed like sardine cans. Students hate them because they are hot and because it is really difficult to move around in them.

Include in flexible furniture the podium and the ability to always have a full page of writing space in front of the document camera and a full notebook or textbook size space next to the document camera

all rooms with individual desks should have movable tables and chairs. i understand the "stadium seating" rooms are unlikely to change.

Really need flexible furniture!

Better WiFi

Eduroam is difficult to connect to in Science East

These AH0333 and AH0401 really need some attention in terms of seating. Some chairs are falling apart

There are way too many desks in SE2280... Not necessarily an ITS issue, but it feels very crowded especially at the front of the class.

The cables and wires attached to various equipment should be secured so that no instructor can remove them resulting in a major issue for following the provided instructions to use the equipment for the next instructor.

One thing that really bothers me is when the classrooms are treated as storage rooms. We have a storage overflow space on campus - we should not be storing extra chairs, desks, and tables in the classrooms. Honestly, I've almost tripped on them before working in the front and I watched a colleague (who I was observing) almost trip on a piano in Founder's Hall the other day. If pianos are required, they need a safer place to be located in the rooms. Extra chairs and desks (except in the case of providing accessible tables, of course) should be relocated. I also think that more effort could be made to ensure that dry erase markers and erasers are stocked in the classrooms. When these are missing, it creates difficulty for professors and just looks really bad - like, can we not afford dry erase markers? I face this issue often in FH labs on the third floor. Finally, I don't teach in Peck Hall, but I observed a faculty member there recently and the desk was so small that I barely fit in it. I am 5'6 and 170 pound female. I'm overweight but not obese, as many of our students, staff and faculty are. I don't know how some students fit in those desks and if they do, I'm sure they must be very uncomfortable for their entire lesson. Thank you for asking for our feedback! Support.

Recording ability in some classrooms (especially VC 2007) is sometimes not adequate for students to hear the instructor on recorded lectures (if they have joined remotely for a simultaneous in class lecture)