2024-25 MISO Faculty Assessment Report

During the 2024-25 academic year, the Teaching, Learning, and Technology Center (TLTC), in collaboration with University Libraries, partnered with the Measuring Information Service Outcomes (MISO) Survey, a nationally recognized assessment tool that has been used by over 170 institutions since 2005.

The goals of the survey included the following:

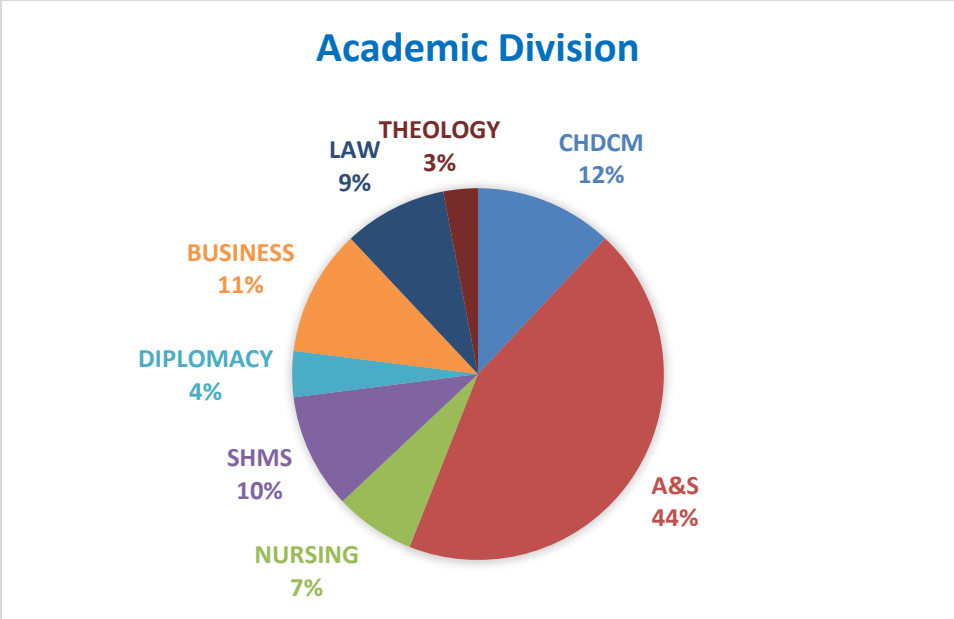
- Provide insight into how the Seton Hall community perceives our current services
- Improve the service areas that matter most to the community
- Determine which skills the community would like to learn, and how they wish to learn them

To meet these objectives, a survey was administered to undergraduate students, faculty, and staff. The results presented in this report are based on the Spring 2025 Faculty MISO survey distributed via email on February 6, 2025. The results will be shared with the University community as well as the larger educational community through conferences and publications.

Highlights from the 2024-25 Survey Results

Demographics:
A total of 493 full- (98%) and part- (2%) time faculty were polled via email with 314 responding for a response rate of 63.7%.

Similar amounts of males (48%) and females (44%) responded to the survey (8% preferred not to specify). The mean age was 54 years. Arts and Sciences (A&S) faculty were the largest responding group at 44%, followed by College of Human Development, Culture, and Media (CHDCM) (12%), Stillman School of Business (11%), School of Health and Medical Sciences (SHMS) (10%), School of Law (9%), College of Nursing (7%), and School of Theology (3%). The chart below represents the primary academic division breakdown of the faculty who responded to the survey.



Approximately 28% of faculty respondents carry the rank of Professor, 33% are Associate Professor, 18% are Assistant Professor, 15% are Instructor/Lecturer, and the remaining are other ranks. Fifty-two percent (52%) are tenured, 11% are on tenure track, and 37% are not on tenure track.

Service Use:
When asked how often faculty use particular services over the course of a semester, 94% report using Canvas at least once a week. Email and Teams were also reported as being used very frequently. Contrastingly, 92% report that they are not using SHU's maker space at all, and 67% report not borrowing technology. About half (48%) are not using academic integrity tools like Turnitin.

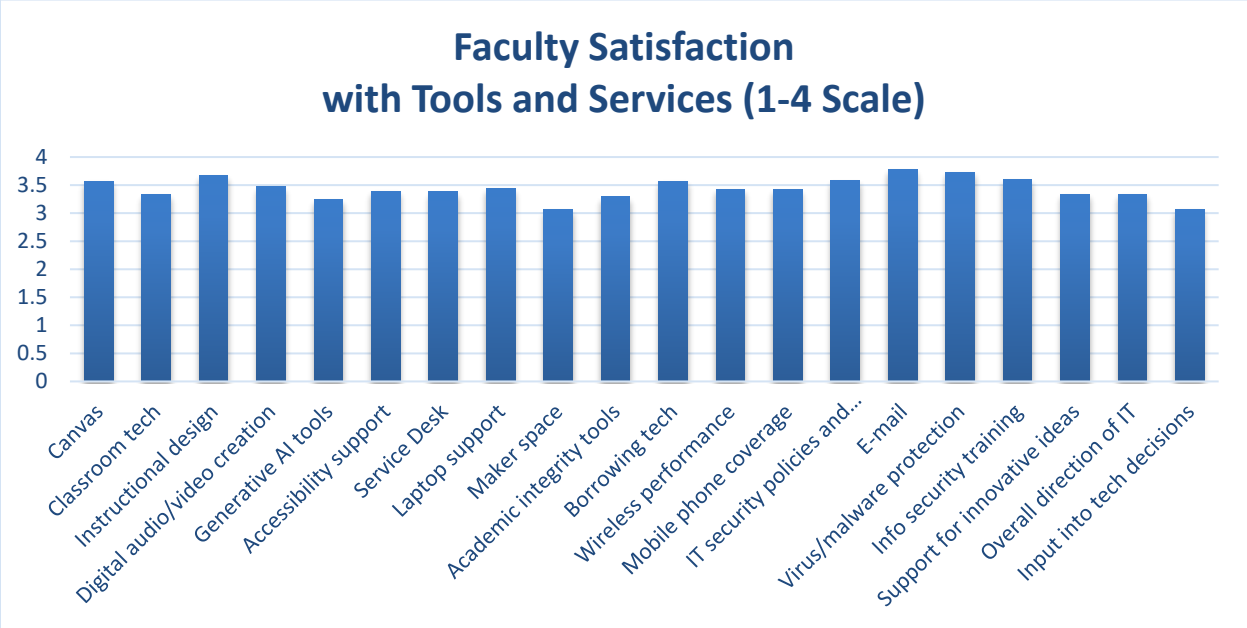
Satisfaction with IT Services and Staff:
Results indicate high overall satisfaction with the services provided by the Technology Service Desk, Instructional Design staff, and Media Services staff. The Technology Service Desk staff received high average scores (on a scale of 1-4) for being friendly (3.71), knowledgeable (3.57), reliable (3.53), and responsive (3.52). The Instructional Design staff received similar high scores for being friendly (3.89), responsive (3.80), reliable (3.78), and knowledgeable (3.76). Likewise, the Media Services staff received consistently strong ratings for being friendly (3.86), knowledgeable (3.80), reliable (3.79), and responsive (3.76).

Overall, satisfaction with technology services is high, with most services rated above 3.3 on a 4-point scale. The highest-rated services include email services (3.78), virus and malware protection (3.72), Microsoft Teams (3.68), and information security training (3.60), indicating strong user confidence in core communication and security tools. IT security policies also scored well (3.58), as did Canvas (3.57), borrowing technology equipment (3.57), and OneDrive for Business (3.55).

Mid-range scores were seen across services like support for wireless access on campus (3.43), coverage of mobile phone service on campus (3.42), and support for innovative ideas (3.33). These areas are performing well but could benefit from modest improvements.

Slightly lower satisfaction scores appeared in areas such as academic integrity tools (3.29), and Generative AI tools (3.24) and their support (3.13). The lowest-rated services were the maker space (3.06) and users' input into computing decisions (3.07), pointing to potential gaps in innovation spaces and participatory IT governance. These areas may require more targeted attention and investment to meet user expectations.

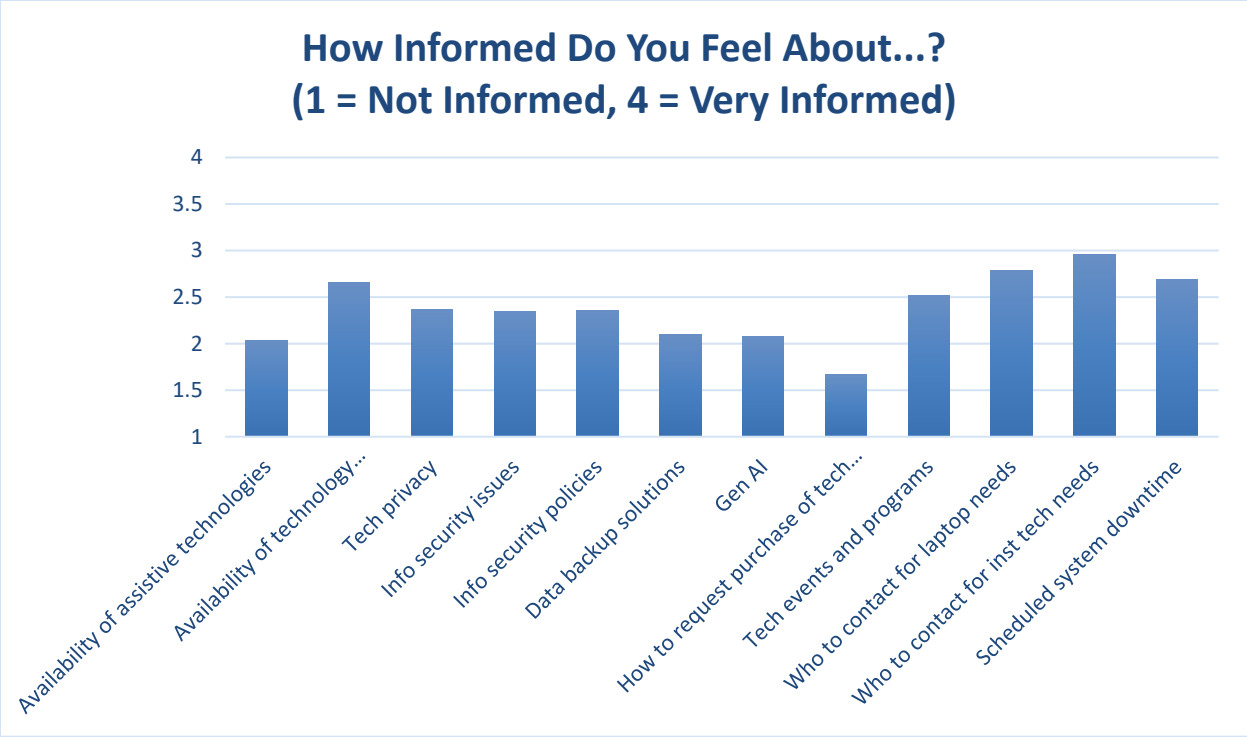
The graph below illustrates various technology services/products and faculty satisfaction levels with each of those services for those who report using them.



Impact of Technology on Teaching Goals:
Almost all faculty (95%) feel that technology used in courses and classrooms moderately or greatly contributes to the achievement of their teaching goals.

Self-reported Feelings of Being Informed:
On a scale of 1-4, with 1 = “not informed” and 4 = “very informed,” faculty feel the least informed (mean score of 1.67) about how to request the purchase of technology equipment. They also feel uninformed on data backup solutions (2.10), generative AI tools (2.08), and availability of assistive technologies to address disabilities (2.03). Contrastingly, faculty feel most informed about who to contact for their instructional technology needs (2.96) and laptop computing needs (2.79), scheduled system downtime (2.69), availability of technology learning resources and workshops (2.66), and technology events and special programs (2.52).

Using this same scale, the chart below depicts how informed faculty feel about various tools and services.



Tool Use for Academic and Personal Use:
Approximately 88% of faculty use cloud storage, 64% use survey tools, 60% use AI tools, and 40% use digital video, image, and audio creation for either personal or academic use. Alternatively, about 90% report not using 3D printing, the maker space, or augmented reality and virtual reality (AR/VR). A high percentage (76%) of faculty also report not using GIS tools like ArcGIS or similar.

Technology Ownership:
Not surprisingly, 98% of faculty own a smartphone and 73% own a personal laptop. Fifty-eight percent (58%) own a tablet and only 35% own a personal desktop.

Skills Self-Assessment:
On a scale of 1-5, with 1 = “have not used” and 5 = “expert,” faculty feel most skilled in using email (mean score of 4.13), followed by presentation software like PowerPoint (3.75), web conferencing like Teams (3.59), Canvas (3.56), technology in meeting spaces (3.33), and spreadsheet software like Excel (3.25).

Desired Training Topics/Methods:
On a scale of 1-5, with 1 = “interested” and 5 = “very interested,” faculty are most interested in learning about AI tools (mean score of 2.63), Canvas (2.41), identifying fraudulent emails/phishing (2.26), presentation software (2.24), graphics software (2.21), and spreadsheet software (2.19).

When asked which method is preferred for learning these topics, one-on-one and workshop/training sessions are equally preferred, followed by self-directed/online tutorials, self-directed with documentation, peer group learning, and trial/error (least preferred).

Off-Campus Internet Access:
Off campus, most faculty connect to the Internet via FiOS (50%), followed by Cable (37%), Satellite (4%), and DSL (3%). About 2% do not have Internet access off campus.

Summary of Open-Ended Feedback:
When provided with the opportunity to provide open-ended feedback, faculty expressed strong appreciation for the dedication, professionalism, and responsiveness of IT staff, particularly in classroom support, instructional design, and troubleshooting. Many underscored the essential role of IT services in supporting their teaching and research. One faculty member shared, “The tech team has been incredibly helpful - always prompt, friendly, and efficient when I need assistance in the classroom.”

The availability of tools like Canvas, Email, and Teams was frequently mentioned as a significant asset. These tools were praised for enhancing both learning and productivity. “Having access to reliable tools and support makes a huge difference in how I approach my teaching,” noted one respondent.

There is a strong desire for expanded professional development, especially in areas like AI, data analytics, coding, and advanced research tools. Faculty expressed enthusiasm for hands-on workshops and individualized support. “I'd love more training in AI and automation - there’s so much potential, and I don’t know where to begin,” commented one faculty member.

Several also expressed interest in emerging technologies, such as virtual reality and collaborative platforms, and how these might support innovative teaching and research. They emphasized a desire for continued two-way communication and more visibility into existing tools and services. As one individual stated, “Sometimes I don’t know what’s available - just having more outreach or demos would be really helpful.”

Overall, the feedback reflected a strong sense of gratitude for the current support and forward-looking optimism. Faculty are eager to deepen their engagement and see continued investment in technology that supports teaching, learning, and innovation.

Conclusion:
Survey results reflect strong faculty engagement with essential technologies, with tools like Canvas, email, and Microsoft Teams used consistently throughout the semester. These platforms form the backbone of instructional support and communication, indicating that the institution's investment in core technologies is well-aligned with faculty needs. While usage of specialized tools such as maker spaces, AR/VR, and 3D printing remains limited, this presents a valuable opportunity to explore how these emerging technologies can be more effectively integrated into teaching and learning environments.

Faculty express high levels of satisfaction with IT staff, especially in the areas of friendliness, responsiveness, and reliability. Core services such as email, Canvas, and information security also received positive ratings, reinforcing faculty confidence in the day-to-day support provided. In areas like academic integrity tools and generative AI support, ratings were comparatively lower, suggesting opportunities to further evolve services that support innovation and new pedagogical approaches. These findings highlight the dynamic nature of technology in education and point to the value of proactive communication and continued refinement of service offerings.

Faculty overwhelmingly recognize the positive role technology plays in achieving their teaching goals, and there is strong interest in continued development, especially in areas such as AI, Canvas, and cybersecurity. Many faculty already engage with a range of digital tools, such as email, Teams, Canvas, cloud storage, survey tools, and multimedia creation. These usage patterns reflect a good foundation of digital fluency and a willingness to explore emerging technologies. While some areas, such as requesting technology purchases or accessing assistive tools could benefit from clearer guidance, these represent opportunities to strengthen communication and expand support. By building on current engagement and fostering ongoing collaboration, IT services is well-positioned to further empower faculty, encourage innovation, and enhance the overall teaching and learning experience for our faculty and students.