ANNUAL
REPORT
Digital Classroom Services

2017
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Associate Director for Faculty Training & Outreach
David Wyrtzen

Help Desk Supervisor
(Evening)
Michael Bowker

Instructional Technology Supervisor
(Livingston)
Patrick Auletto

Instructional Technology Supervisor
(Busch)
Wilson Contreras

Support Specialists & Sr. Support Specialists
Type 4s and 5s

Associate Director for Technical Services & Operations
Matthew Wilk

Help Desk Supervisor
(Daytime)
Dan Scheiman

Instructional Technology Supervisor
(Cook/Douglass)
Dan Bello

Instructional Technology Supervisor
(College Ave)
James Kizhnerman

Application Developer
Jake Nelson

Project Engineer
(Cook/Douglass)
Steven Smith

Project Engineer
(Busch)
Donald Weber

Senior Project Engineer
(Livingston)
Tim Van Woeart

Special Projects Manager
(College Ave)
Ed Rebert

Tech. Support Specialist
Dan Wong

System Engineer
(College Ave)
Wayne Hungridge
Vision, Mission, & Values Statement

Vision Statement
All Rutgers–New Brunswick students will be afforded the opportunity to learn in state-of-the-art, technology-enhanced instructional spaces that support a wide range of teaching and learning styles. All Rutgers-New Brunswick faculty will be provided instructional technology and instructional support that enable them to effectively communicate and engage with their students.

Mission Statement
Digital Classroom Services (DCS) is committed to designing, creating, and supporting best in class technology-enhanced learning environments. We design technology solutions that are at the forefront of emerging trends in classroom design and responsive to the unique needs of Rutgers-New Brunswick faculty. We train faculty to use these tools, introduce them to new technology-aided teaching methods, and support the regular use of instructional technology.

Core Values
EXCELLENCE. PROFESSIONALISM. INNOVATION.
Excellence is our standard in all that we do, from the classroom technology we offer, to the training tools, daily support, and services we provide. To convey our dedication to our mission, we are committed to working collaboratively with fellow Rutgers staff and to building strong relationships with our faculty. We design new learning environments and teaching tools, and we develop new methods of support to make Rutgers a leader in instructional technology. We collaborate with our colleagues at peer institutions to develop projects that leverage technology to meet the challenges facing higher education in the 21st century.

FACULTY ENGAGEMENT
Beyond responding to requests for assistance, we proactively reach out to faculty to introduce them to new teaching tools and to learn about their instructional technology needs. Rather than prescribing instructional design, we work with faculty to ensure our solutions are responsive to faculty needs and enhance student learning.

INTUITIVE UNIVERSAL DESIGN
DCS technology is designed to create a consistent user experience so instructors will be equally familiar with the technology in all of our classrooms. We adhere to an intuitive, user friendly design aesthetic so that instructors can focus on teaching.

EXCELLENT CUSTOMER SERVICE
Rutgers-New Brunswick is a large, complex institution. In order to help the community overcome the challenges involved in getting help at such a large university, we strive to provide excellent user support by being responsive and professional, and by providing status updates to our users. When we are not in a position to help, we connect users with other Rutgers resources that can.

MENTORING STUDENT WORKERS
We work closely with our student workers to teach them to be conscientious, responsible, and attentive employees. We model a professional, nurturing, and rewarding workplace.

SMART OPERATING PRACTICES
We continuously assess our operation to ensure that we are working effectively and efficiently, and that we are good stewards of University resources.

Faculty learn about Solstice wireless display sharing.
Learning Spaces*
(Changes since 2016 in parenthesis)

- 295 learning spaces supported (+2)
- 66 learning spaces added to DCS since 2012
- 40 buildings across the Rutgers-New Brunswick campuses (+1)
- 42 of these classrooms are brand-new learning spaces

Support

- 2,340 requests for support answered
- 25 equipment deliveries performed
- 101 faculty consultation sessions conducted
- 41 equipment loans provided
2017 At a Glance

Learning Spaces

CLASSROOM RENOVATION AND CONSTRUCTION
DCS regularly researches, designs, and installs new instructional technology so Rutgers faculty and students have access to state-of-the-art teaching and learning tools. By being centrally involved in classroom design and construction, DCS is able to create a consistent user experience and evenly distribute instructional technology across the New Brunswick campuses.

MAINTENANCE OF EXISTING TECHNOLOGY
To ensure an exceptional experience for faculty in all our classrooms, DCS continuously maintains existing equipment through regular testing, cleaning, and repairs. Installed technology is regularly “refreshed,” so that older equipment does not become outdated.

PROVIDING SUPPLEMENTAL INSTRUCTIONAL TECHNOLOGY
To accommodate the specific needs of instructors and to pilot new technology-aided teaching methods, DCS also provides additional technology that is not permanently available in DCS-supported spaces.

Support

DAILY USER SUPPORT
DCS ensures that anyone using its equipment has access to responsive and knowledgeable support staff. Instructors needing immediate in-class assistance can contact the DCS Help Desk whenever classes are in session. The Help Desk assists instructors over the phone, often resolving issues by remotely logging in to podium computers. When necessary, the Help Desk staff elevate issues to on-campus personnel who provide in-person support.

ADDITIONAL SERVICES
DCS support also includes services beyond daily support, including equipment deliveries, semester loans, and in-class training sessions.

Faculty Training & Engagement

OUTREACH EVENTS
DCS holds technology demonstrations, feedback sessions, and other events where faculty not only learn more about instructional technology, but also help steer future advances at Rutgers.

WORKSHOPS
Regular workshops provide members of the Rutgers community with hands-on technology training and introduce them to new teaching tools and instructional methods.

CONSULTATIONS
Instructional Technology Supervisors meet with instructors who seek a deeper level of engagement to help them develop pedagogical skills and create and implement solutions specifically tailored to their courses.

ONLINE TRAINING
At dcs.rutgers.edu, faculty can learn about instructional technology and other teaching and learning tools by watching instructional videos, using interactive tutorials, reading articles, and more.
Technology
(CHANGES SINCE 2016 IN PARENTHESES)

98% 📱
OF DCS CLASSROOMS ARE EQUIPPED WITH DATA PROJECTION (+1%)

239 🎓
DIGITAL CLASSROOM SYSTEMS HAVE BEEN INSTALLED SINCE THE PROJECT’S LAUNCH IN 2012 (+24)

33 📺
VIDEO CONFERENCE SESSIONS SUPPORTED

256 🕹️
MEETINGS HELD IN THE DCS TRAINING CENTER

Outreach

153,981 🎓
VISITS TO DCS.RUTGERS.EDU (+9,218)

333 🎉
GUESTS ATTENDED DCS EVENTS

6% 🔢
INCREASE IN SITE TRAFFIC FROM 2016

2017 Classroom Technology Upgrades

- Allison Road Classroom 212
- Beck Hall 003, 011, 013, 101, 111, 119, 121
- Computer Research & Education Building 101
- Engineering Building B120
- Hickman Hall 101, 138
- Loree Hall 024
- Lucy Stone Hall AUD, B116
- Milledoler Hall 100
- Murray Hall 207, 301
- Thompson Hall 101, 201
- Tillett Hall 123
- Van Dyck Hall 211
- Voorhees Hall 105
- Wright Labs AUD
- Zimmerli Art Museum EDR, MPR
Since launching the Podium project, DCS has developed a family of systems for different Rutgers learning spaces. While each system utilizes different capabilities and furniture, they are all operated using a uniform touchscreen interface. As a result, faculty who are familiar with one system are prepared to use all our systems.

### 2017 Accomplishments

#### Classroom Upgrades

2017 marked the sixth year since the launch of a multi-year initiative to standardize DCS classrooms on a uniform, state-of-the-art presentation system. During this project, our engineers have designed and built five systems, all controlled with the same user interface, for Rutgers faculty to use. This past year saw the further progression of this project towards 100 percent classroom coverage: old equipment was replaced in 25 spaces.

#### DIGITAL CLASSROOM SERVICES

2017 Accomplishments

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### What faculty say...

We asked instructors teaching in the new Active Learning Spaces about the impact that active learning has had on their teaching.

- **73%** Reported improved satisfaction regarding teaching.
- **80%** Reported a better feeling of connection with their students.
- **67%** Reported better relationships with their students.
Synchronous Classrooms

2017 was the first year that classes were held in brand new Immersive Synchronous Lecture Halls. These state-of-the-art spaces enable instructors to teach students at two locations, one on Busch and one on Cook/Douglass, simultaneously. The instructor and the students in one room see students in the remote room on large projection screens and can converse with them through an array of ceiling microphones. Similarly, students in the remote room interact with a life-size image of the instructor at the front of their room, while also seeing and hearing the students in the other location. Sightlines are designed to create the sense that the instructor and students are looking at one another, regardless of their campus location. The result is an immersive experience, designed to foster connection, conversation, and collaboration.

The Immersive Synchronous Lecture Halls hosted 23 classes in 2017, including the only four School of Environmental & Biological Sciences offered on Busch campus. The sophistication of these classrooms demands a high level of attention, and a smooth and successful launch was a focus of DCS’s support team this year. Pre-semester training sessions for faculty focus on operating the equipment and employing teaching strategies that maximize engagement with students in both rooms. Throughout the semester, DCS was present without being intrusive, observing classes and visiting instructors, only pulling back as faculty felt comfortable. As a result, DCS formed a positive relationship with our first SLH instructors, which served us well in promoting the rooms to other instructors and in gathering feedback we could use to improve the spaces.

Students also responded positively. The Immersive Synchronous Lecture Halls are part of the effort to improve our students’ educational experience by reducing course-related student travel, keeping students on or close to their “home” campuses and moving ideas—professors and course material—to them. Though the students on the respective campuses are in the same classroom all semester—again, on or close to their “home” campuses—the professors alternate between the rooms on a regular schedule, giving both classes equal access to their professors. The data shows that this goal was achieved: seventy-six percent of students who took class in an Immersive Synchronous Lecture Hall said that they would be more likely to take a class if they could reduce their bus travel by taking it one of these rooms.

The Immersive Synchronous Lecture Halls were the subject of several pieces in the media, helping spread Rutgers’ reputation as an innovator in teaching and learning technology.
Active Learning Community Growth

The Activity Learning Community was created in 2015 to coincide with the creation of new Active Learning Spaces. Formed to support the use of active learning teaching practices, the Community has held a variety of events, including workshops, meetups, Boot Camps, and consultation sessions.

The Community’s growth continued in 2017, as word spread throughout Rutgers. As more faculty signed up to participate, new workshop topics were added, including sessions on creating an inclusive environment. Active Learning 101, a half-day session for faculty who are new to active learning, was successfully introduced and will become a regular fixture of the workshop schedule to provide instructors using active learning spaces for the first time a shared entry point to the fundamentals of collaborative learning. The highlight of 2017 was the second annual boot camp, a day of workshops, presentations, and panels that highlight effective techniques and examples of active learning. Dr. Maryellen Weimer joined us from Penn State to discuss the how, when, and why of active learning. This second annual May event served as an opportunity to highlight active learning and those advancing it, while recruiting new faculty to become a part of the Community.

Finally, the Community’s outreach continued with the release of our first in a series of videos highlighting how Rutgers faculty use active learning.
2018 Goals & Objectives

Improving and Adding Synchronous Classrooms

While seeking to build upon the success of the Immersive Synchronous Lecture Halls by improving the audio, DCS will also begin to build a network of synchronous classrooms. Rather than being designed to exclusively connect with each other for an immersive experience, these rooms will have the flexibility to connect with a variety of remote participants, including remote rooms and mobile presenters, while providing a high quality experience that will allow Rutgers students to benefit from off-campus classes and remote guests without sacrificing the ability to interact. As these rooms are introduced, we will continue to recruit faculty who teach classes that can use them to teach across Rutgers campuses and to connect with other institutions.

Final Round of Upgrades

In 2018, DCS will complete the last round of upgrades in this initial phase of the Digital Classroom Podium Project. With the exception of a small number of rooms whose future status remains uncertain, DCS will upgrade all legacy podiums with versions of the Digital Classroom Podium (DCP). At the same time that old systems are upgraded, DCS will simultaneously begin its first cycle of podium “refreshes,” where we systematically replace components of our first generation DCPs to ensure that our rooms remain up-to-date.

Introduction of the Digital Classroom Lectern

The focus of the final round of upgrades will be small classrooms. Previously the recipients of DCPs, these rooms will receive Digital Classroom Lecterns (DCLs). DCLs utilize a smaller footprint that make them a better fit for small spaces that have limited space for instructors to teach within.

New Chemistry and Engineering Buildings

DCS will be involved with the design, construction, and support of classrooms in the new chemistry building and the Richard Weeks Hall of Engineering. Scheduled to be operational in the Fall 2018 semester, these buildings will offer the opportunity for more collaborative rooms, as well as a chance to deploy our most advanced classroom solutions.

More Active Learning Spaces

As demand for Active Learning Spaces grows, DCS will continue to explore ways to build new - or retrofit existing - spaces for collaborative learning. We will be especially attuned to opportunities to bring active learning rooms to the Busch and Cook/Douglass campuses, which do not currently have any general-purpose active learning spaces.

New Operations System

DCS will replace its paper-based system of assigning daily tasks to Support Specialists with an online system that will not only assign and track tasks in real time, but will also provide a central location to view classroom and course data and podium status. This will enable staff to communicate responsibilities immediately and from anywhere on campus.
Web Site Refresh
The DCS website will be upgraded to a new content management system, and we will use this as an opportunity to refresh the look of the site. In addition to cosmetic upgrades and a new responsive design, we will also seek to develop a video carousel, speed up the way classroom photos are taken, and improve our method of tracking support requests and inventory.

Evolving the Workshop Program
When DCS launched its workshop program in 2012, it was met with an eager group of motivated faculty. However, as these faculty have attended workshops, the audience for new attendees has decreased. Instead, we see more demand for private workshops and consultation sessions. In 2018, we will transition previous workshop topics into consultation sessions while developing web pages that can house the content from these workshops.

Leveraging Active Learning Community Members
The focus of the Community in the coming year will be moving beyond identifying and connecting with interested parties to activating them to help drive the initiative forward. We will enhance the workshop series by recruiting Instructional Designers to lead sessions. We will transform the Boot Camp into a regional Symposium led by faculty and featuring more advanced topics. Finally, we will explore other opportunities to support active learning, including mentorships and observations.

Expanding beyond the General Purpose Classrooms
DCS has been called on to work with various departments and schools to integrate our DCPs into their learning environment renovations. The School of Management and Labor Relations has procured podiums and equipment for their Janice Levin Building and Labor Education Center space, and the School of Information Sciences has designed a seminar room utilizing our Flip-top design.
Classroom Matrix
Cook/Douglass Classrooms


ARH 100
ARH 200
BT 123
BIO 205
BL 101
CDL 102
CDL 103
CDL 109
CDL 110
DAV 122
FS AUD
FS 101
FS 109
FOR 138A
FOR 138B
FOR 191B
HSB 106
HSB 201
HSB 204
HSB 206
HCK 101
HCK 112
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HCK 211
HCK 213
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LOR 115
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RAB 104

Classroom Matrix
Cook/Douglass Classrooms

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**KEY:**
- Crestron Touchscreen System
- Collaborative Instructor Hub
- Digital Classroom Flip-Top
- Digital Classroom Podium
- PC Podium
- Pixie Push-Button System
- SP Push-Button System
- No System
## Classroom Matrix

| Year | AB 1100 | AB 1170 | AB 1180 | AB 2100 | AB 2125 | AB 2150 | AB 2160 | AB 2200 | AB 2225 | AB 2250 | AB 2400 | AB 3100 | AB 3200 | AB 3450 | AB 4225 | AB 4400 | AB 4450 | BH 211 | CA A1 | CA A2 | CA A3 | CA A4 | CA A5 | CI 101 | CI 103 | CI 201 | CI 203 | CI 212 | ED 025A | ED 025B | FH A1 | FH A2 | FH A3 | FH A4 | FH A5 | FH A6 | FH A1 | FH B2 | FH B3 | FH B4 | FH B5 | FH B6 | HC E128 | HC N106 | HC S120 | HC S124 | HC S126 | HH A1 | HH A2 | HH A3 | HH A4 | HH A5 | HH A6 | HH A7 |
### Livingston Classrooms

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**KEY:**
- Crestron Touchscreen System
- Collaborative Instructor Hub
- Digital Classroom Flip-Top
- Digital Classroom Podium
- PC Podium
- Pixie Push-Button System
- SP Push-Button System
- No System