Faculty 2014 TechQual Survey
for Texas A&M University

Contents

From the Higher Education TechQual+ Principal Investigator

This report is the result of a survey of technology service outcomes conducted at Texas A&M University. The survey instrument has been developed through a collaborative effort between multiple institutions of higher education, a project known as the Higher Education TechQual+ Project. The goal of this project is to create a standardized survey instrument that assesses IT service outcomes in higher education, in a way that provides for benchmarks and comparisons between institutions. The results contained within this report are based on this survey. I hope that the reader finds the results enlightening and helpful in planning, developing, and managing technology services at Texas A&M University.

The Higher Education TechQual+ Project is modeled on the LibQual+ project developed by the Association of Research Libraries (ARL) in conjunction with the Texas A&M University Libraries. I am grateful to the pioneering work accomplished by the LibQual+ research team and recognize that their work has truly transformed libraries by creating a culture of assessment within the library practice. It is my hope that the the Higher Education TechQual+ Project will have a similar transformative effect for technology organizations in higher education.

Dr. Timothy M. Chester
Principal Investigator
Higher Education TechQual+ Project

About the Higher Education TechQual+ Project

The Higher Education TechQual+ Survey had its origins in a pilot project conducted at Texas A&M University at Qatar in the Spring of 2006. Under the leadership of Dr. Timothy M. Chester, the management team of Information Technology Services (ITS) worked to build a survey instrument to gather feedback from the TAMUQ community of end users in a way that would provide objective criteria for continuous improvement and strategic planning.

They modeled their work on the existing SERVQUAL and IS SERVQUAL approaches, but paid particular attention to pioneering work by the leadership of Texas A&M University Libraries and their partners from the Association of Research Libraries who had previously developed the LibQual+ survey instrument. The LibQual+ conceptual approach was also based on SERVQUAL, a tool used in the private sector to assess service quality.

Following the success of the pilot project, a research project was commissioned by Dr. Timothy Chester. The goal of the project is to develop a scientifically reliable and valid instrument that can be adopted by all institutions of higher education to assess IT service performance. The TechQual+ survey is delivered through a web portal (http://www.techqual.org), thus shielding the participating institutions from the rigors and complexities of survey research.

The Higher Education TechQual+ Core Instrument is a web-based survey that requires approximately 20 minutes to complete. It asks respondents to provide evaluations regarding minimum expectation levels, desired service levels, and perceived service levels for up to 13 IT service outcomes expected by faculty, students, and staff.

TechQual+ was developed through multiple rounds of qualitative and quantiative data collection from participating institutions. Using this data, the TechQual+ instrument is continually refined with the goal of insuring that the resulting instrument is both valid and reliable. The goal of the project is to understand what end users feel that "technology outcomes" really are and then to develop an instrument that allows for the systematic exploration of these outcomes in a way that allows for continuous improvement and strategic planning.

The TechQual+ principal investigator is grateful for the exceptional work by the staff of the Association of Research Libraries as they developed and implemented the LibQual+ process. The success of the TechQual+ project will be due in large part to the pioneering research that produced the LibQual+ survey.

Project Coordinators for Texas A&M University

The Higher Education TechQual+ Project is a cooperative project between institutions of higher education. Each participating institution is represented by project coordinators who direct and conduct surveys for their institution.

This survey was conducted by the project coordinators for Texas A&M University. The Higher Education TechQual+ project coordinators for this institution are:

Oslund, Allison
Assistant Director
Texas A&M Information Technology
allisonoslund@tamu.edu

Vaught, Ethel
Communications Coordinator
Texas A&M Information Technology
evaught@tamu.edu

# *Higher Education TechQual+ Data Analysis Guide*

The data from this survey is presented in multiple ways:

Statistics: For each item in the survey, both the means and standard deviations are reported, along with the number of observations (N). A p value (P) is calculated for each survey item, reflecting a test of the null hypothesis *H0: Adequacy Gap Score = 0.* Additionally, two other important measures are included that which indicate whether respondents have a positive or negative perception of IT service quality.

> Service Adequacy Gap Score: This score is computed by subtracting the minimum level of service score from the perceived level of service score. A positive number indicates the extent that perceived service levels exceeds end users minimum expectations, a negative number indicates a gap between the perceived performance and minimum expectations.

> Service Superiority Gap Score: This score indicates the degree to which end users desired service levels are being met. This score is computed by subtracting the desired level of service score from the perceived level of service score. A positive number indicates the extent that perceived service exceeds end users desired expectations, a negative number indicates a gap between perceived service performance and end users desired expectations.

Zones of Tolerance:
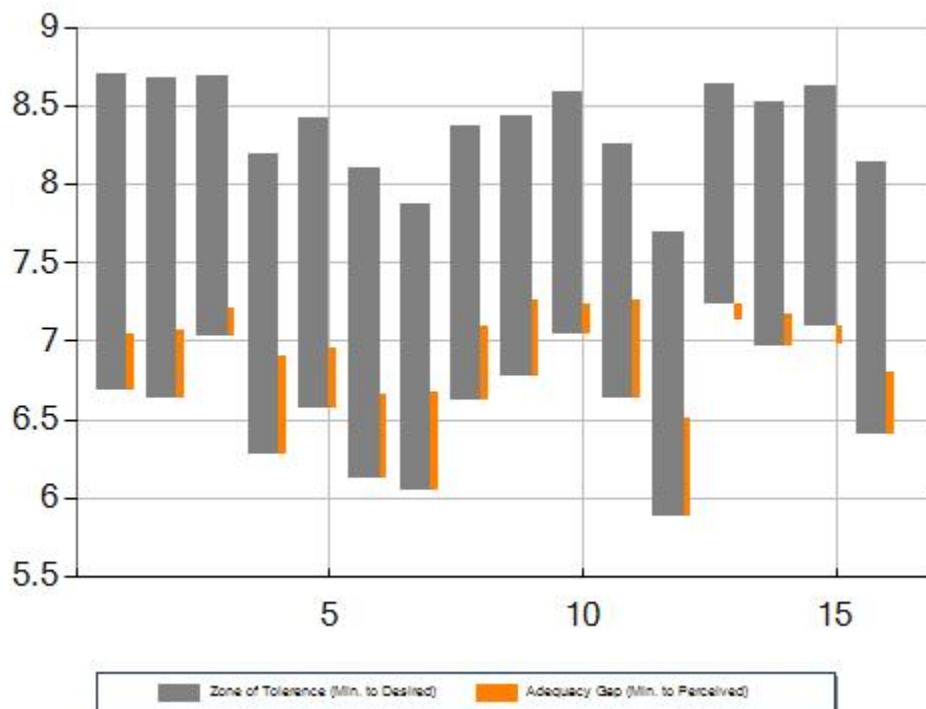
For each type of service, expectations are measured as a range as opposed to a single, scaled point. The range between end users minimum expectations and desired expectations constitutes what is known as the "zone of tolerance". A second range, the service adequacy gap range (minimum to perceived) is also computed and displayed against the zone of tolerance for each respective service dimension. This chart graphically displays the end users range of expectations across all service dimensions and your organizations performance against those expectations.

Radar Charts:
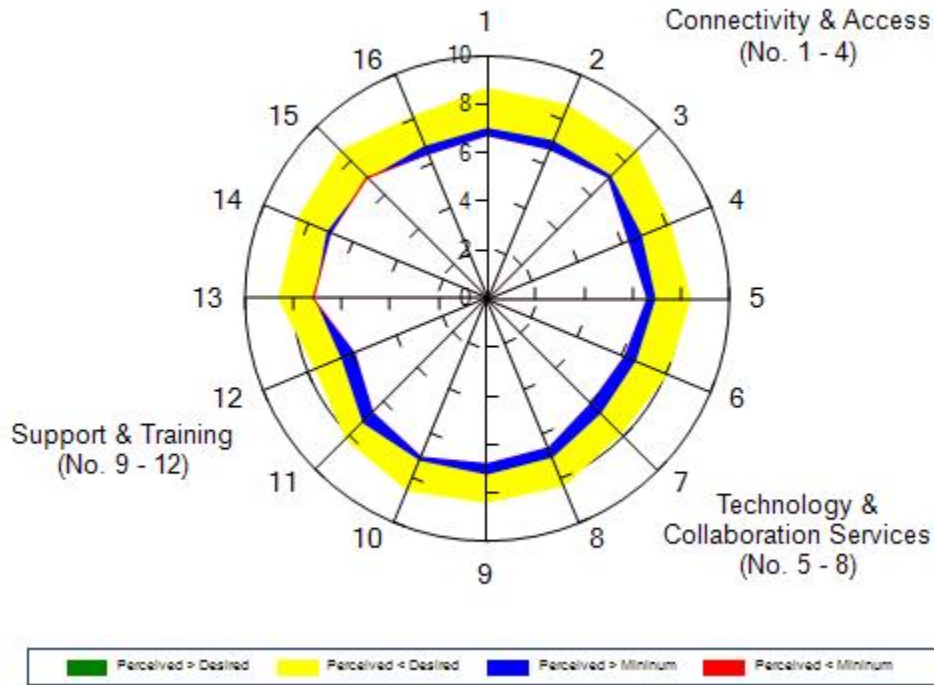
For each dimension of service, the minimum, desired, and perceived quality of service is plotted on a radar chart. This chart is helpful in viewing how each data point is related to the overall service dimension as well as to other service dimensions. The one to nine (1-9) scale is plotted along the y axis of the chart, and each 'spoke' represents one dimension of service. The colors green, yellow, blue, and red are used to express the perceived service levels against end users range of expectations (or, zones of tolerance).

Incomplete Surveys: The data contained in this report includes cases where the respondent completed an individual item but did not complete the survey in its entirety.

Suggestions: When the perceived rating is below the minimum level of service, the end user is provided the opportunity to make suggestions on how the quality of this service can be improved. While these responses remain subjective, they can be useful in planning strategies to improve service quality over the long term.

About this Higher Education TechQual+ Survey

This survey consisted of multiple IT service outcomes grouped together into distinct core commitments expected by faculty, students, and staff. These core commitments for this survey were designed to assess these categories of IT service outcomes:

Connectivity and Access
Tell us about the quality of the Internet service on campus.

Technology and Collaboration Services
Tell us about the quality of Web sites, online services, and technologies for collaboration.

Support and Training
Tell us about your experiences when obtaining assistance with technology on campus.

Each of these core commitments includes separate questions that refer specifically to IT service outcomes on the Texas A&M University campus corresponding to each core commitment. For each question, respondents are asked to rate the service dimension in three ways based on a rating scale (1 is lowest, 9 is highest). Respondents are requested to indicate their minimum service level expectation, desired service level expectation, and perceived service performance for each question:

Minimum Service Level Expectation - the number that represents the **minimum level of service** that the respondent finds acceptable. If a respondent has minimal expectations for the statement, his or her rating is typically closer to the lower end of the rating scale. If the respondent has higher expectations, the rating is typically closer to the higher end of the rating scale.

Desired Service Level Expectation - the number that represents the level of service that the **respondent personally wants**. The respondent selects a rating that represents the level of services he or she desires.

Perceived Service Performance - the number that represents the level of service that the respondent **believes is currently provided**. This rating is typically considered in light of the minimum and desired ratings that were previously selected. Generally speaking, this rating typically falls between the minimum and desired service level ratings. However, if the respondent feels that the actual performance is below the minimum service levels, the rating is equal to or below their minimum service level rating. If the respondent feels that the actual performance exceeds the desired expectations, the rating is typically equal to or greater than the desired service level rating.

Core Commitments and IT Service Outcomes for This Survey

Below is a list of the Higher Education TechQual+ core commitments and IT service outcomes for this survey.

Connectivity and Access

When it comes to...

Having a campus Internet service that is reliable and that operates consistently across campus.

Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.

Having wireless Internet coverage in all of the places that are important to me on campus.

Having adequate cellular coverage in all of the buildings and places that are important to me on campus.

Technology and Collaboration Services

When it comes to...

Having campus Web sites and online services that are easy to use.

Accessing important campus Web sites and online services from my tablet or other mobile device.

Having campus technology services available that improve and enhance my collaboration with others.

Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.

Support and Training

When it comes to...

Technology support staff who are consistently courteous and thoughtful.

Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.

Getting timely resolution to problems that I am experiencing with campus technology services.

Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.

Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.

Additional Questions

Additionally, the project coordinators for Texas A&M University included these additional questions with this survey, for which respondents were asked to provide responses.

If you were in charge of technology at Texas A&M, where would you focus resources? (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*

a) Communication/Collaboration (email, cellular, file storage/sharing)
b) Help/Training (technology assistance, IT training)
c) Research (supercomputing, research data resources)
d) Security (data breach prevention, data privacy)
e) Teaching/Learning (classroom equipment, learning management)
f) Websites/Software (Howdy, Compass, website improvements)
g) Wireless/Internet Access (faster speeds, more bandwidth)

What new, better or "cutting-edge" technologies would benefit or support your university experience or work? (Open-ended Question) *Self-reported faculty, students, staff, not declared only.*

Thank you for taking the time to complete this survey. Please provide your name and email address to be eligible for the iPad mini or Amazon gift card. Additionally, your email address will be removed from future reminders about this year's survey. This information will be kept separate from your responses to the main part of the survey. If you do not wish to be considered for the

prizes, you may leave this question blank. (Open-ended Question) *Self-reported faculty, students, staff, not declared only.*

How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)

    a)

    b)

How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)

    a)

    b)

Population Analysis

The total population (N) for this survey included the faculty, staff, and students (or portions thereof) of Texas A&M University. The Higher Education TechQual+ project protocols state that respondents (n) should represent a random sampling of the total population (N). The responsibility for assuring a sufficiently large random sample resides with the project coordinators at Texas A&M University. Deviations from the Higher Education TechQual+ project protocols may negatively impact the statistical significance of the findings of this study.

The analysis below is based upon self-reported information (page 1 of the survey) from respondents obtained via the "direct link" method of data collection. Values for # attempted, # complete, and completion rate (# complete / # attempted) are available.

Total Population / Respondents

Population Size (N)	Respondents (n)	Respondents (n) %	# Attempted	# Complete	Completion Rate
0	0	0%	381	306	80%

Attribute: University Role (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	36	9	25%
Faculty	0	0	0%	336	290	86%
Staff	0	0	0%	7	6	85%
Student	0	0	0%	2	1	50%
Totals:	0	0	0%	381	306	80%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = n/N x 100; # Attempted = # Attempted Surveys; # Complete = # Complete Surveys; Comp. Rate = # Complete / # Attempted

Attribute: Sex (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	46	17	36%
Female	0	0	0%	155	135	87%
Male	0	0	0%	180	154	85%
Totals:	0	0	0%	381	306	80%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = n/N x 100; # Attempted = # Attempted Surveys; # Complete = # Complete Surveys; Comp. Rate = # Complete / # Attempted

Attribute: Age Group (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	80	43	53%
0-24	0	0	0%	2	2	100%
25-34	0	0	0%	32	25	78%
35-44	0	0	0%	75	66	88%
45-54	0	0	0%	83	74	89%
55 & ABOVE	0	0	0%	109	96	88%
Totals:	0	0	0%	381	306	80%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = n/N x 100; # Attempted = # Attempted Surveys; # Complete = # Complete Surveys; Comp. Rate = # Complete / # Attempted

Key Findings for All Respondents

To ascertain statistical significance a two-tailed p-value (P) is calculated for each survey item to test the null hypothesis H_0: *Adequacy Gap Score = 0.* A positive adequacy gap score indicates service performance exceeding respondent's minimum expectations, a negative score indicates service performance below respondent's minimum expectations. Based on this analysis the statistically significant findings (0.05 confidence level) from this survey are as follows:

Positive Perceptions (Adequacy Gap Score > 0)	Negative Perceptions (Adequacy Gap Score < 0)
	Having a campus Internet service that is reliable and that operates consistently across campus. *Adequacy Gap Score = -0.41; N = 311; P = 0.00*
	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads. *Adequacy Gap Score = -0.31; N = 310; P = 0.00*
	Having wireless Internet coverage in all of the places that are important to me on campus. *Adequacy Gap Score = -0.63; N = 306; P = 0.00*
	Having adequate cellular coverage in all of the buildings and places that are important to me on campus. *Adequacy Gap Score = -0.55; N = 303; P = 0.00*
	Having campus Web sites and online services that are easy to use. *Adequacy Gap Score = -0.59; N = 301; P = 0.00*
	Having campus technology services available that improve and enhance my collaboration with others. *Adequacy Gap Score = -0.23; N = 286; P = 0.05*
	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information. *Adequacy Gap Score = -0.83; N = 297; P = 0.00*
	Technology support staff who are knowledgeable and can help me resolve problems with campus technology services. *Adequacy Gap Score = -0.44; N = 295; P = 0.00*
	Getting timely resolution to problems that I am experiencing with campus technology services. *Adequacy Gap Score = -0.66; N = 292; P = 0.00*

Data Charts for All Respondents

Below are the charts for this view of the survey data.

Legend: Zone of Tolerance (Min. to Desired) | Adequacy Gap (Min. to Perceived)

Connectivity & Access (No. 1 - 4)

Technology & Collaboration Services (No. 5 - 8)

Support & Training (No. 9 - 13)

Legend: Perceived > Desired | Perceived < Desired | Perceived > Minimum | Perceived < Minimum
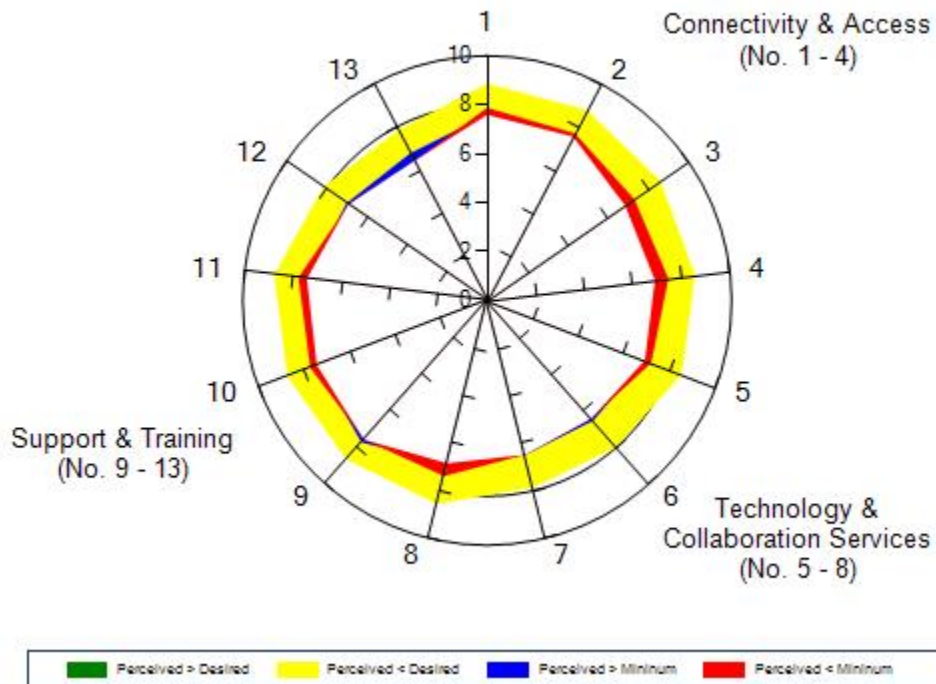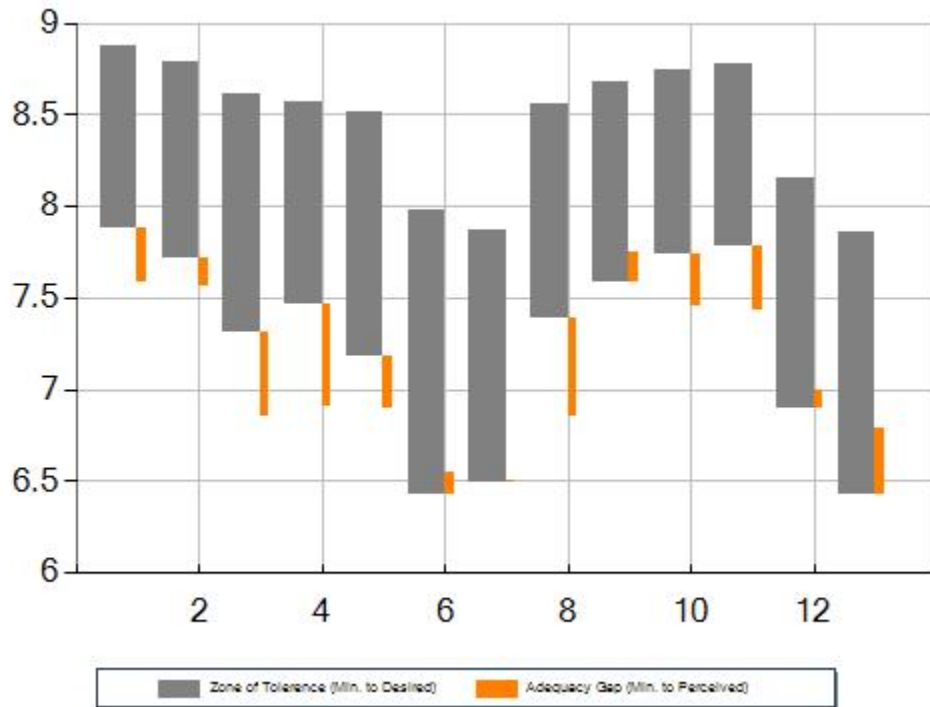
Data Tables for All Respondents

For each IT service outcome the statistical mean, standard deviation, N (number of observations), and P are presented. P represents a two-tailed p-value for a null hypothesis H_0: *Adequacy Gap Score = 0*. Rows shaded yellow may indicate potential problem areas, rows shaded red indicate a negative service adequacy gap score.

Connectivity and Access
Tell us about the quality of the Internet service on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
1	Having a campus Internet service that is reliable and that operates consistently across campus.	Mean	7.82	8.85	7.41	-0.41	-1.44	311	0.00
		Dev	1.25	0.59	1.50	1.70	1.45		
2	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.	Mean	7.73	8.80	7.42	-0.31	-1.38	310	0.00
		Dev	1.25	0.58	1.52	1.66	1.47		
3	Having wireless Internet coverage in all of the places that are important to me on campus.	Mean	7.29	8.57	6.67	-0.63	-1.90	306	0.00
		Dev	1.55	0.91	1.74	2.17	1.88		
4	Having adequate cellular coverage in all of the buildings and places that are important to me on campus.	Mean	7.33	8.47	6.77	-0.55	-1.70	303	0.00
		Dev	1.78	1.20	1.90	2.45	2.18		

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); N = Number of Observations; P = P value for null hypothesis H0: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Technology and Collaboration Services
Tell us about the quality of Web sites, online services, and technologies for collaboration.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
5	Having campus Web sites and online services that are easy to use.	Mean	7.25	8.54	6.66	-0.59	-1.88	301	0.00
		Dev	1.43	0.96	1.72	2.07	1.79		
6	Accessing important campus Web sites and online services from my tablet or other mobile device.	Mean	6.45	7.93	6.37	-0.08	-1.57	276	0.57
		Dev	1.92	1.54	1.75	2.30	2.11		
7	Having campus technology services available that improve and enhance my collaboration with others.	Mean	6.54	7.90	6.30	-0.23	-1.59	286	0.05
		Dev	1.86	1.47	1.81	2.02	1.83		
8	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.	Mean	7.45	8.57	6.63	-0.83	-1.94	297	0.00
		Dev	1.48	0.95	1.86	2.08	1.89		

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); N = Number of Observations; P = P value for null hypothesis H0: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Support and Training

Tell us about your experiences when obtaining assistance with technology on campus.

#	When it comes to...		Min	Des	Per	Adeq	Supr	N	P
9	Technology support staff who are consistently courteous and thoughtful.	Mean	7.58	8.68	7.60	0.02	-1.07	295	0.81
		Dev	1.41	0.77	1.50	1.73	1.40		
10	Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.	Mean	7.76	8.74	7.32	-0.44	-1.43	295	0.00
		Dev	1.25	0.69	1.61	1.78	1.59		
11	Getting timely resolution to problems that I am experiencing with campus technology services.	Mean	7.84	8.79	7.18	-0.66	-1.61	292	0.00
		Dev	1.13	0.53	1.81	1.97	1.80		
12	Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.	Mean	6.95	8.15	6.84	-0.11	-1.32	292	0.37
		Dev	1.63	1.23	1.82	2.07	1.83		
13	Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.	Mean	6.50	7.88	6.64	0.13	-1.25	285	0.25
		Dev	1.81	1.48	1.77	1.94	1.72		

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); N = Number of Observations; P = P value for null hypothesis H₀: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired; Yellow Color = Potential Problem Areas

Suggestions from All Respondents

When a respondent indicates that the perceived quality of a service dimension is less than their minimum expectation they are provided the opportunity to make suggestions on how to improve the quality of this service. While these responses remain subjective, they can be useful in planning strategies to improve service quality over the long term. The responses that follow are unedited.

Having a campus Internet service that is reliable and that operates consistently across campus.

Many days the connection cuts in and out. You can be thrown off the network in different buildings. Increase connectivity is needed or updated for many buildings. [#1618695]

Occasionally local wireless service becomes unstable and it occurs more frequently during weekends or in the evening. It would be helpful to have a mechanism to monitor and repair during off hours. [#1618794]

Our department does a good job. I rarely refer to the campus service. [#1618818]

Open areas is always an issue. Moving around campus and riding buses signal is lost and times battles with my cell phone data which causes a hang up in page loads. [#1618850]

Building network is over capacity. [#1618865]

Ditto. [#1619287]

This is very important. I would also like to be able to sign up guest speakers for guest wireless access easily (with an online form for "temporary netIDs", say. [#1619657]

The band width is often not sufficient within buildings to be able to teach online through WebMeeting without being kicked off frequently - even in the summer when there are fewer users. More band width needs to be provided for successful use of online teaching environments. [#1619819]

Overall, the service is fine if you are hard-wired. wireless service across the campus is extremely limited. [#1620154]

-----

service cuts out between buildings [#1621261]

Don't lose tamulink in between buildings! [#1635612]

I am satisfied with the current quality of service. [#1649705]

(reflects Blocker wi-fi problem) [#1654326]

Generally pretty good, except for the wireless bobbles. [#1654361]

-----

what is internet service? [#1654378]

-----

n/a [#1662802]

See comment on what is campus. [#1662807]

-----

same as above [#1662853]

There are several rooms in Heep (my office being one of them, and two of my classrooms as well) that do not get good wifi strength. [#1696835]

Again, the Glasscock building has problems getting wireless. [#1696836]

Seamless integration with HSC, faster access, less "hiccups" or throttling (uploading large files routinely fails and I must do this from home) [#1696837]

Internet is ok, but eCampus is often slow. [#1696865]

This is of paramount importance. [#1696897]

Internet service in my office is fine, but hear complaints from students about how slow the wireless access is in the library. I sometimes teach hands-on computer exercises with classes, but try to avoid using the laptops due to slow response times/connectivity issues. Try to reserve room in the Annex that has OAL computers. [#1707154]

Sometimes, new logins are required when I move to a different area of campus. [#1707185]

Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.

It is often slow to download PDF from my office computer. [#1618575]

That's crucial. [#1618818]

I don't necessarily think the problem is at the campus border; I think it's more the interconnections to buildings that aren't up to par. [#1618865]

Very fundamental for a top-tier university. [#1619287]

Again the same issue as question 1 applies here. The band width is often not sufficient within buildings to be able to teach online through WebMeeting without being kicked off frequently - even in the summer when there are fewer users. More band width needs to be provided for successful use of online teaching environments. Also, of course, if the teacher is not kicked off, downloads are very slow in this environment. The hard wired connections work fine, so it is not an individual computer issue. [#1619819]

-----

fast internet on campus is a must-- TAMU does a good job with this. [#1620218]

Need more bandwidth for moving large (research) datasets around campus. [#1620927]

I am satisfied with the current quality of service. [#1649705]

(reflects Blocker wi-fi problem) Additionally, my access to videos and other web-based material during classes are sometimes frustratingly slow, although most of the time are fine. [#1654326]

I have been a faculty member at Texas A&M University (College Station) for nearly 20 years. Over that time I have invested considerable research effort in the development of digital research products (primarily fixed and database-driven web-based research publications and resources) that have been delivered on-line to support the global research communities within my field. The programs at NSF within which I have successfully competed over the years are increasingly requiring the production and maintenance of such digital products. The infrastructure support available at the university level for the development and maintenance of such products is minimal, and seriously disadvantages me in this regard relative to colleagues at some other research universities. It is long past time that the university should have invested in and developed the capacity to support faculty-level "computing spaces" that are capable of lending continuity and permanence to the digital projects that may be developed within individual faculty lab groups (i.e., including associated students, postdocs, staff, etc.). Some of the important capabilities and characteristics that such "computing spaces" should provide to faculty labs include: (1) access to storage and computing capacity that can be applied flexibly to faculty-lab projects, and expanded as needed; (2) customizability and flexibility to accommodate the software products that are customarily utilized within individual faculty labs and their extended research communities; (3) continuity and permanence of faculty lab products over the course of a faculty career, with the possibility to permanently host or archive products with long-term relevance, (4) access to servers capable of delivering information to users and collaborators both inside and outside the university firewall, (5) support for basic system administrator functions, e.g., regular back-ups, security sweeps and updates, and (6) faculty access to a range of computing professionals who could be consulted to provide advice, recommendations, etc. for projects or problem resolution. No-cost access to a package of basic "computing space" capabilities should be a fundamental service provided by the university to each faculty member as a virtue of, and in support of, their faculty appointment. While office and lab-level microcomputers are sufficient to meet many of the computing needs of faculty members and their

extended labs, the expertise required to address other needs/issues are generally beyond the capacity for individual faculty labs to provide, and would be more efficiently and effectually addressed at a higher level. Among such needs/issues are those associated with the continuity and permanence of long-term digital products, the ability to serve data to multiple users (particularly outside the university firewall), the ability to identify and correct computer security issues, and access to diverse computer-related consulting services. Importantly, I distinguish here between a generalized faculty ?computing space? and the ability of a faculty member to create an account within a specialized software framework that provides a limited number of options to address a targeted faculty need, e.g., the eCampus framework for course management. While such frameworks address special needs, they are not sufficient to handle other needs. The concept of a faculty ?computing space? is more general, and is currently an important piece missing from the university?s commitment to the development, maintenance, and delivery of digital research data and products that reflect and encourage the creativity and uniqueness inherent in the intellectual activities undertaken individual faculty labs. [#1654332]

-----

downloads, lol [#1654378]

This is most noticeable for me when using eCampus, which is so slow sometimes I log off and come back on when I believe there are fewer users. Students complain a lot about slow eCampus speeds. [#1662786]

What is definition of campus? With faculty around the state many issues are connection to campus with colleagues at center locations. [#1662807]

Lately blackboard has been slow at various times during the day. [#1662832]

Our service at USB hangs up ~once /per week, otherwise OK [#1662853]

The campus internet service for the most part is speedy. [#1696836]

There are many gaps and hang-ups throughout the day. [#1696837]

When there is not an outage, why is my suddenlink and older computers at home so much faster than a tier one research university? [#1696849]

Service is not fast on west campus in the Biochemistry and Biophysics classrooms on the first floor (room 107 and 108). Additional stations were added but they did not help much. In my office, wireless is spotty. My lap top is often searching for a wireless signal. Once it connects, it holds fairly well. However, it is extremely annoying when it loses signal. The 'searching for signal' routine does not happen when I use my laptop in other wireless locations, like my home or in Rudder Tower. What is wrong??? [#1696858]

IN the classrooms in Wehner, the service still seems really slow. For example the time to download from ECampus in my office is 5x or more faster than in the classroom. I have to get into the room extra early to make sure all is working. [#1696869]

This is of paramount importance. The wired Internet on campus currently feature adequate speed. [#1696897]

I am on west campus and Internet can sometimes be quite slow. [#1696925]

-----

same answer as above [#1707154]

Having wireless Internet coverage in all of the places that are important to me on campus.

parking lot coverage would be helpful [#1618794]

Wireless coverage is a crapshoot and not well provisioned. [#1618865]

Wireless internet coverage is critical for accessing course files in classrooms while teaching, or a wide variety of files during meetings. It hurts the ability of students to collaborate in their work. There are many rooms throughout my building that do not have consistent wireless. This is a tremendous problem that interferes with our teaching and service mission. [#1619022]

There are still a number of dead spots. Current technology trends are for more wireless devices so I think this area can be improved [#1619352]

Wireless coverage appears to be a little spotty in the CVMBS and it is hard to keep up with the required passwords. [#1619400]

The wireless service in my office and the class rooms is non-functional. I've tried multiple times to stream video for a class and could not do it. This is unacceptable. I cannot transfer files from a laptop to a desktop via the internet because the wireless is too slow. Dropbox cannot sync on my laptop at the university if I change something on my desktop. I have to wait until I am at home where my wireless is much faster. Please make sure every office faculty and graduate student is receiving high-speed wireless. [#1619534]
-----

i move between building on campus -- including the west campus (school of rural public health, houston, Louis Pearce) and other buildings and wireless often do not work... Since we are one university, why do we not have services all over. [#1619576]
-----

wireles sis slow in my building and my graduate students use it and faster is better [#1619702]

Wireless performs very poorly for videochats and it isn't allowed to use them on our desktop computers [#1620131]

It would be helpful to have wireless connection all across campus instead of just inside specific buildings so that when walking to class, you can still have wireless connection. [#1620218]

The wireless coverage on campus is terrible. I cannot rely on it at all and often take care of what I need to do at home and then come to campus. For example, if I need to access information from Dropbox during class on my iPad, I access the file before getting on to campus to make sure that it happens. But sometimes I forget and I'm stuck in class without that file. [#1620367]

The ability to stay on wireless coverage is frustrating [#1620674]

As we direct more and more people to information online instead of in other formats then the ability to access it becomes even more important. [#1620786]

Include parking garages. [#1621636]

Goes in and out in my office [#1635678]

I haven't been to all areas of campus but of the places I have been to, the coverage has been excellent. [#1649705]

Want coverage between buildings. [#1649733]

Yes... more wireless... outside... basically everywhere that is located within main campus or west campus. [#1650034]

Do not use this much since I do not get coverage on the inside of Blocker. [#1650145]

I really can't complain. It would be nice to have access to WIFI in the parking lots. [#1654306]

Blocker wi-fi seems overloaded and sluggish. Where I teach all my classes.... [#1654326]

Some locations have signal but can't make connection. I have to wind up on Eduroam instead of TAMULINK-WPA in places, for example. [#1654361]

-----

is also kool [#1654378]

Blocker- Trying to use classroom laptops for class workshops, we can't get much done very efficiently. They always have to wait for internet connection which is quite undesirable with an immediate impact on class time. [#1654380]

I just know I don't get a signal everywhere. I don't know if this is fixable. [#1662708]

This has improved hugely in the past five years, but I still find places on campus where wireless coverage is not as strong as it should be, such as some basement classrooms. [#1662737]

The wireless internet is not always reliable. [#1662741]

-----

n/a [#1662802]

Football stadium has lousy service. Satellite buildings need improved service. [#1662807]

WIFI is weak and unreliable in classroom buildings where I teach. I can no longer do the things I did 2 years ago. [#1662838]

-----

tamuwpa sometimes refuses to connect me, depending upon which building I am in. There seems to be some form of sectoring in the username/id authentication trail. I cannot get help for the problem. [#1662853]

Often have trouble logging in on iPhone. [#1662872]

Wireless in my building can be very slow, so slow that I do not download large files via the wireless connection. [#1665615]

My office is in the Glasscock building, and I don't get wireless coverage here. I have to connect my computer to an ethernet cable, which is very annoying and makes it hard to move my computer around my office. [#1696836]

Riverside campus sucks for both Wifi and cell service. [#1696839]

Adequate wireless access is probably the biggest technological problem we have, both from my perspective and from what I hear from my students. [#1696855]

University computer and internet services are good. However, services provided by College of Veterinary Medicine computer support staff are inadequate. Their staff are able to fool everybody all the time (an impossible task to achieve, but they are good at covering their incompetence). It is time for university to have oversight over departmental/college computer support staff. In fact, we will be better off without any support from the colleges. [#1696862]

I need 250 wireless connections in my classroom. I realize more can it on if they don't all try at the same time, but I've never had more than about half of my students on during a class. [#1696865]

-----

all class rooms need to have adequate bandwidth [#1696867]

This is of paramount importance. [#1696897]

There are not enough active access points in buildings. The coverage seems to have declined, in that I now encounter locations with limited signal strength where before that was not so. There should be improved coverage outside, covering all of the walkway/street areas between buildings - anything that is not a large parking lot or field. Kyle FIeld and other arenas should have good WiFi. [#1696898]

Coverage poor in buildings where I work (Vet Med Complex). Connections to tamulink-WPA frequently drop even where coverage is OK. [#1696907]

TAMULink is shoddy in places, especially in the Evans and Cushing Libraries. I realize that student fees - even though renamed by the former President - paid for the wi-fi broadcasters and so open areas get the upgrades. But the staff areas don't maintain connections and guess what - students work in those areas! [#1696917]

-----

same as above [#1707154]

When I move to different areas of campus, occasionally, I have to login to the network again. [#1707185]

Having adequate cellular coverage in all of the buildings and places that are important to me on campus.

My cell phone does not work sometimes in my office, but my cell phone is important because I do not have an office phone. [#1618575]

Determine how to provide coverage throughout campus facilities and grounds with telecommunication service providers. There are many moments when traveling from main campus to west campus that coverage on Sprint is lost or interrupted. Given individual use of mobile technology increased reliable service is needed. [#1618695]

I don't use my cell phone at work, but I understand that reception is variable in some of the building in the vet school complex. [#1618813]

Backup and saving of information is critical. I don't see that the university as a whole really has strong policies and procedures in this area. [#1619103]

There are a few places that are dead zones, but mostly I've had no problem. [#1619287]

There are areas that have coverage for one carrier but not all. It is variable. There are a number of times that I see symptoms of capacity overload. Consistent solid cell coverage is important. [#1619352]

Allen building has very poor coverage [#1620131]

We do not have good cellular coverage with AT&T in my building [#1620674]

Cellular reception in Allen is terrible. Often one bar or none. [#1620707]

This is important and is important for multiple cellular providers. [#1620786]

I don't know how to improve this service, but it is a real problem when you don't have cellular coverage and an emergency occurs in a building. There are safety and security issues tied to this lack of adequate coverage. [#1620799]

Yes, that is highly desirable. [#1621122]

More access points are needed in all the buildings not only on the first floor if smaller budi vs,overall we are doing good but it can be great. [#1635677]

N/A [#1635742]

Some places the cell service is not good. Like my office sometimes. [#1649733]

I sometimes have to go near a window (there is not one in my office) for my phone to work adequately. [#1650145]

Allen building-- my office has no cell coverage. [#1650181]

My iPhone often drops calls on AT&T in my building, or the call audio fades in and out. It is better if I leave my office to stand by the window in a hallway. [#1654313]

I use Sprint, so that may be source of problem. However, my battery is drained every day teaching in Blocker due to marginal/terrible signal. Additionally, sitting in my office in Allen, looking out my window on John Kimbrough, I have 1 bar. [#1654326]

Generally it is good, but places like Architecture seem to be lacking. [#1654361]
-----

yeah that's good [#1654378]

Blocker is horrible. When I have technical issues in some classrooms on the 1st floor, I don't always have service to efficiently call for IT help. [#1654380]

From time to time AT&T coverage around the TTI building is poor. [#1654385]

I haven't experience significant cellular service interruptions on campus thus far. But cellular data (AT&T) is super slow. [#1662741]

Garages are particularly problematic [#1662754]

Often get poor signal in the basement of the building where I am housed. Would like to be able to receive all calls regardless of what part of the building I am in. I work in the small animal hospital. Would be great if this could be improved [#1662782]
-----

n/a [#1662802]

Football stadium and satellite buildings have issues. [#1662807]

For the this and the previous item, I don't use those devices, so I can't evaluate the service. [#1662826]

I have requested boosted cell phone service in the MPHYS building for 3 years now. I have been promised that boost would be installed, nothing has happened. My cell phone works in my office ~40% of the time. It works in our classrooms and in the Dept office ~30% of the time. I lose a lot of time and effort by this poor connectivity. [#1662853]
-----

see previous. [#1696839]

There is no cellular service in most of the classrooms and none of the computer labs in Blocker and probably elsewhere. This is dangerous as there is no way to call for help. [#1696840]

The older buildings are often hard to get cell reception in. [#1696841]
-----

again, probably a vet school issue [#1696849]

Sponsored research services building has bad coverage. [#1696854]

Have Verizon so have few problems [#1696869]

It would be most helpful to have a phone in the office (regular, not cell). [#1696870]

There are often emergencies on campus so the ability to use a cellular phone is an important safety issue. [#1696875]

Signal strength is often low in interior rooms, elevator, etc. We need more cells at lower altitudes (not just rooftop). [#1696898]

Many dead spots for my carrier (AT&T) in the Vet Med Complex, One is in my lab. For me to speak to representatives regarding instrument repair, I frequently have had to leave the lab and walk down the hall, making it impossible to trouble-shoot instrument problems. Carriers used by field service engineers working on instruments in my lab are also problematic. [#1696907]

Cell service in some buildings - especially in the bottom or deep interiors - is non-existent at times. [#1696917]

Cellular coverage in Zachry Engineering Center is unreliable. [#1707185]

Cell coverage in the large animal hospital is ok but not great. [#1714010]

Having campus Web sites and online services that are easy to use.

The campus websites designed for the public remind me of A&M Press. The have a conservative look, like a bank website. That may be the desired look; I don't know how well it appeals to young people. [#1618818]

It would be desirable to have one login account and one email address. Currently, I have four logins! [#1618904]

OARDocs is simply unusable CONCUR has been a big step backwards and consumes much more of my time than previous travel accounting methods. I now actually have to consider whether or not a trip is worth the hassle of dealing with CONCUR when deciding whether or not to travel. [#1618945]

TAMUdocs for grad student admissions is a total and complete disaster. It is extremely time consuming to use, needs a complete set of instructions because it is so complicated for anyone not using it daily. It has absolutely hurt our ability to recruit good graduate students, because our faculty are unable/unwilling to deal with it. And - because it won't show the transcripts of A&M undergraduates we have great difficulty evaluating our own undergraduates for graduate school. [#1619022]

Need more assistance to set up faculty teaching and faculty research websites. This appears to be a "do it yourself" pursuit only. [#1619082]

Most of the tamu web sites are fairly user-friendly, but some are hard to navigate. [#1619287]

There is much work that needs to be done here... [#1619576]

-----

eCampus (like eLearning) is clunky aggieathletics.com has many broken links [#1619732]

The Concur travel site is an abomination. It is not intuitive, and unless you travel frequently, you need someone to help you figure out what information goes where and in what order. [#1620062]

-----

difficult to find relevant search results on website [#1620131]

My experience is that they are easy to use. I do not feel I waiste my time learning. [#1620906]

I have trouble finding one place that lists all the events on campus. If I don't know the name of the sponsoring dept., I may never find their calendar. Can there be a central calendar (or maybe there is?) which automatically pull from ALL depts. on campus since everyone will not remember to post to all locations? I can't give an example, but I remember trying to find contact info. for people, but I can't find it on some dept. sites. [#1621449]

-----

better designed sites [#1621575]

My college web page is not intuitive. A lot of time and effort was spent to create a new page, unfortunately the content if frequently incorrect and finding simple information takes multiole(excessive) clicks of different links with little guidance on the best link to select. [#1621634]

Once I login to elearing or e-campus with my netid, I would rather not have to enter that again to get into Howdy. Since I am a faculty member, I should have one login that gets me into everything I need,

without having to leave one platform and get into a second, and third - that admittedly all have the same netid. [#1635619]

If it takes more than three clicks to find specific info on tamu site, it is a failure! [#1635677]

Remember to keep them easy to use with ANY browser. I know that means keeping up with updated versions in a timely manner which can be challenging. [#1649641]

I really do not understand why ecampus is so user unfriendly. I consider myself to be a tech savvy user, and yet, I waste a countless amount of time every time I log into ecampus just to do the most mundane activities. [#1650034]

Functions that I don't use often (like roster and grading) could use some more obvious controls. [#1650173]

-----

no problems [#1654350]

The Enterprise systems, mentioned above, are pretty baroque. System-level systems like Maestro are totally opaque. It shouldn't be hard to figure out how to approve a proposal, for example. [#1654361]

-----

cuz how else would i now how to usethem? [#1654378]

-----

eCampus is not very user friendly and does not work consistently depending on the browser. I have had many problems with Explorer and eCampus interface. All computers should be updated with Firefox AND Chrome. [#1662711]

I have Windows 8 and many forms on the internet are not available with WIndows 8 [#1662730]

Too many websites and passwords!!! Howdy, sso, epik, maestro, ecampus, just to name a few...! [#1662754]

Some administrative websites (DOF, etc.) make finding information difficult. Each site needs a better search function and clearer menus. When I search through Howdy, I seldom find what I need. [#1662786]

Most of the websites are OK. But some website, such as ecampus system still require some training to get familiar with the functions. [#1662802]

The eCampus system is not very intuitive. I sometimes forget where certain functions are and when I find them they are not where I expected. [#1662832]

ECampus just does not work well for large classes. I received a Core Curriculum Technology Enhancement Grant and am pilot testing some things on ECampus. The same problems arise every semester--with ITS experts doing the work. My students and I are providing the service of identifying bugs and other ECampus problems. At least the students are getting experience about the sort of failures they will experience after graduation. [#1662838]

Our sysops has worked constructively with faculty to create and maintain quality websites and data resources. It is not realistic to expect such support to be possible with a centralized or out-sourced IT empire. [#1662853]

-----

often hard to find calendars that need for semester scheduling; having to scroll to a semester that should be the default one [#1662861]

The most frustrating thing as a faculty member is how cumbersome and time consuming it is to use eCampus for my classes. It is not intuitive at all, not effective at reaching all students even if they are enrolled in the course (they missed many of my updates). There should be a much more user-friendly (for both the instructor AND student) way to provide course content online. eCampus isn't much of an improvement over eLearning (which was a dinosaur). The university's website is also hard to navigate. When I am searching for resources for myself or my student, it is very cumbersome. The same is true for the Library's pages. [#1662870]

More support for web development and maintenance is needed. Software is less than easy to use. For example, eCampus is hardly easier than eLearning, and Compass is crazy. [#1665615]

I will not use them. eLearning, etc, are all awful. I pay for to host a personal web page for my classes. Frankly, I'm tired of intermittent access, poor templates (which I think are meant to serve the most people, but end up serving few if any adequately), and the fear of losing intellectual access to my syllabi, etc. Faculty openly ridicule the online learning sites that Texas A&M uses, and students are no happier with them. [#1696837]

It's regularly very difficult for me to find forms and/or contact information for the issues I'm facing, whether it be HR, college-related information, important dates, etc. Often the locations of these documents or contact information is not intuitive, and the sites have not, historically, been very searchable. [#1696841]

Concur is the opposite of "user-friendly." ECampus isn't as bad as Concur, but it's close. Those two sites were designed by experienced users. [#1696842]

-----

eCampus is difficult, nonintuitive, overcomplex, unreliable and slow [#1696859]

Getting better all the time. Howdy page is a problem. When you look at the list of classes, one must scroll to the bottom to submit and I frequently hit search instead. Put the submit button at the top of the page. Put the Search on the right side as seems to be most common with web pages [#1696869]

Online service such as TAMUdocs are a hinderance to our daily job and being a successful research university. TAMUdocs is the worst application of its kind I have ever seen. We need a format where we can easily view, search, and share a student's application as a department. Concur is only slightly less egregious. Howdy could use improvement in the user interface. [#1696872]

The only issues I have had was not having internet in the Gilchrist building (it is a different network), so when I have meetings there, I can't access the internet. I really feel like ITS staff are very knowledgeable and helpful. [#1696895]

-----

eCampus is not user friendly at all. Make it so that a group of files can be added to a folder rather than one at a time. [#1696896]

I'm not sure what you are referring to here. Your survey should be more explicit or have examples. [#1696936]

The calendar posted by the registrar should be easily accessible from the TAMU main page. [#1707235]

Accessing important campus Web sites and online services from my tablet or other mobile device.

Wireless Internet coverage is important to me because I do not have an office phone and sometimes use my iPad to make phone calls in my office. However, the connection is not good sometimes in my office area. I also use my iPad when I attend a professional Webinar since my office computer does not have a microphone. [#1618575]

I travel around campus quite a bit for my job so being able to access the Website from my phone is very important. [#1618850]

The gomobile initiative ALWAYS needs to have a link to view the site like you could on a full size screen. Navigating through 1000000000000000000000000000 nested menus on some sites makes them less usable than just going to the full site and magnifying. [#1618865]

-----

we must significantly improve our web based services.. if ITS could make this happen so each college's IT folks are focus on the look and feel and content of websites -- this would be an improvement. Also our research must be made available by websites -- NSF, NOAA, etc are all demanding it. We need assistance for this... [#1619576]

-----

e-campus has issues in this area [#1619603]

MSC access is fantastic [#1619702]

-----

eliminate all flash content. [#1619732]

Not only is it important to have these but keeping them accurate and updated is essential! [#1620786]

Yes, the TAMU app needs improvement and more resources. There needs to be more publicity about it too. [#1620799]

It is hard to get to the right campus calendar - because schedule dosen't have the academic holidays/start/end calendar, and the main calendar only have events, not even a link to the academics...this wastes data in places where tamulink isn't reaching & I have to use my personal mobile service [#1635612]

-----

the tablet forms of the websites do not give as complete information as computer based sites. I hope for better [#1649733]

Not as critical - I only use my phone to receive information, not to create content. [#1650034]

-----

eCampus latency is sometimes unacceptable. [#1650173]

It would be nice to have a mobile interface for HRConnect/LeaveTraq. Besides email, this is the website I use most often from home on my mobile device. However, the web version is accessible and usable via mobile device, although the font is very small and menus aren't easy to click with your finger. [#1654313]

-----

no problems [#1654350]

Enterprise systems (Compass, TAMUDocs, etc.) tend to be far too tied to a large-mainframe way of thinking. [#1654361]

-----

that's so cool! ifu coulddo that [#1654378]

Ecampus is still not necessary overly useful via phone app. [#1654380]

I find it challenging to access information from my tablet. The download is extremely slow. [#1662730]

It is not big problem to see the website using tablet, but it would be better to let the website compatible with mobile phone. [#1662802]

In my roles on various committees I've had trouble using my portable devices to access the many different compliance and regulatory websites, all of which seem to be operating on a different system. [#1662830]

Some links do not allow the user to browsethat department. For example, I attempted to access email through my mobile and could not access a link, but now I see it is available. I also once attempted to find the restaurants on campus through food services website on my phone and could only access a home page but navigate further. [#1662837]

Need better TAMU app for iPad. [#1662872]

Tablets require good wireless service. See above. [#1665615]

TAMUMobile can only be described as really bad. Howdy is difficult to use on a phone - i always need the full version, not the partial default version. Assume all web sites are accessed *only* by phone, then design accordingly. Then add features for tablets/computers. [#1696898]

Different web sites do not render away on my iPad. [#1707185]

Having campus technology services available that improve and enhance my collaboration with others.

We don't have anything that is better than Google+. I've used SABA and it is horrible. [#1618532]

Security features sometimes limit the degree of sharing of information. [#1618636]

Sometimes the technologies exist but people don't know about them; different colleges have different platforms. We don't have an IM solution. [#1618865]

Video conferences always, 100% of the time, experience some sort of technical difficulty. [#1618945]

We need to reduce our carbon foot print -- we need TAMU web based services to facilitate working with folks all over the country (other universities, and even from different departments). I would really appreciate it if we developed the abilities for our faculty to be a the forefront of these possibilities. We still have to depend on flying around the country, wasting time. help make video conferencing seamless and non-problematic. [#1619576]

-----

we need better multi-location digital conference services/facilities. Its crazy these days that other have to travel here for defenses, multi-state multi-country meetings. A few conference rooms across campus that are outfitted well with sound and video for conferences would be a huge improvement (should have one per department if possible or one per building. [#1619702]

A&M seems to discourage use of services that are essential to collaborate with groups outside the system: Google Docs, Dropbox, Skype etc. We use them anyway. Embrace them. We can't get our collaborators at other universities to use TAMUS validation. [#1619732]

I do a lot of work, through grants, with K-12 teachers. We use WebMeeting. Unfortunately, with the new implementation, important features were not chosen by TAMU (nor were frequent users asked for input in the process). For example, we should be able to download the agenda at the end of a session so that we can preserve the work teachers did in the breakout rooms and the main room on the whiteboard or uploaded slides. We no longer have that capability, which is a detriment to our programs. So the "upgrade" has really become a "downgrade" especially since the environment is much more unstable than it was previously. In addition, as the PI on a grant project with K-12 teachers, I once had the capability to set up my classroom in Saba Centra. Now in WebMeeting, I do not. These creates a lot of extra work on my part, more paperwork, more problems implementing my grant program, and more difficulty getting the data I need for research in the project. For example, I can no longer look up an individual's attendance record. I have to go through a roundabout process - looking at the attendance record for each of 20+ sessions in order to find that person's attendance information. It would help if PI's could apply for access to work in this environment unobstructed, and that frequent users have input on important features for their programs before decisions are made to cut them out. [#1619819]

My work is almowt all international and collaborative. I could not do my work, except for the typically excellent Internet service at TAMU [#1620906]

This is a great idea, but how many departmental or college IT support staff provide this bridge? I have not had that experience. [#1621122]

I liked eLearning but I still cannot work quickly or easily with eCampus. It is cumbersome, slow, requires extra steps....I hope it is improved since I gave up communicating with students there this Spring. Maybe by Fall it will be improved upon? [#1621449]

-----

more knowledge of what is available and aid in learning [#1621575]

Having video conferencing platform in all or most faculty offices! [#1635677]

I use Skype. So I can deal with out help mostly. [#1649733]

I've used Blackboard elsewhere and I find some of the design choices for eCampus to be puzzling. Like making internal Blackboard messages essentially useless because the recipient does not get a notification icon that a message has arrived. [#1650173]
-----

very important cuzthatway I can accessfacebook and chat with my friendz over at chevron onhow to exploit the peoplewe get here from abroad, lol [#1654378]

Have shared drive for sharing big data file. Need easy-to-use telephone conference. [#1662802]

Library database access is sporadic, some days it works fine, some days the Web of Science server refuses to honor TAMU licenses. I suspect there is probably a # quota on how many TAMU users can be accessing at a given time. I cannot get meaningful answers or help from library people. [#1662853]

I am not aware of any technology that enables collaboration available on campus, most of that happens via Dropbox, Google hangout etc. It would be great if there was something we could utilize from campus, even if it's Dropbox, I'd love to have a campus one with sufficient storage, i.e. 4TB for my projects and classes. [#1687838]

"Collaboration" is a buzzword that has little real meaning. Web sites and IT services do not enhance collaboration. [#1696837]

We don't have easy file-sharing options. We are constantly told not to use Google Docs or Dropbox, but we aren't really given simple alternatives. [#1696871]

The students in my class complain constantly about eLearning and eCampus. They have many features, but are somewhat clunky compared to competitors. They are better than the student complaints. [#1696898]

More VOIP / PolyComm especially since PolyComm has desktop applications now. would save a bundle, at least for me, on travel and committee work. [#1696917]

While there is good collaboration tools available, some are confusing and there does not to be a standard (or else it is not adhered). [#1696935]

Current services seem to be lower cost, not most effective. [#1707185]

Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.

Classroom computers sometimes experience problems. Difficult to discern whom to report the problems to, and responses are sometimes inadequate or delayed. [#1618636]

As a Mac user, I would greatly appreciate having the MacOS platform available to use alongside the Windows platform in classrooms. [#1618659]

I don't feel like there's a master plan or thought behind classroom technologies and how to use technology to facilitate in-classroom experiences. It's a crapshoot. [#1618865]

Make it uniform and standard so that there is no learning curve. Match the technology to basic needs: e.g. projector, powerpoint, doc-cam, dvd, etc. Do not change/swap/etc. technology during classes. Any building where classrooms are allocated for teaching should be considered, across the board, of the same significance. I once had someone remove a hard drive moments before I was to use powerpoint for a lecture. This should never happen. Provide more coverage so that support centers are not far from buildings. [#1619099]

Some of the classrooms I teach in don't have ANY technology (Thompson 109 would be better used as a storage room, for example; Blocker 202 - what's that all about?) Blocker Media Services and Harrington Media Services are both fantastic: efficient, prompt, able to solve on-the-spot problems, etc. It's just cumbersome to step over the cords and try to use a tiny projected image. [#1619287]

Nothing is worse than an overly complex arrangement that fails to work as expected at the last minute. I would go down on the wow factor for robustness and dependibility [#1619352]

The only classroom technology I need is chalk and a quality blackboard. Anything else is a waste of money. [#1619524]
-----

mac/pc issues constantly... also resolution issues on projectors distorting my lectures... [#1619576]

The technology in ZACH 102 is far too often unreliable. Pen on the Smartboard doesn't work sometimes, bulb has been burnt out on the projector, batteries not replaced in the clip-on mic. [#1619730]

Although many classrooms and meeting areas have some form of technology for presenting and sharing, many still do not even have a data projector. [#1619819]

The lack of video cameras in classrooms is a limitation. Please do not locate actual blackboards BEHIND the projection screens. [#1619867]

In rooms I teach in, projectors are frequently non- or poorly-functional. [#1620012]

When classrooms are designed they should be designed such that the lighting that lights up the screen/chalkboard is adjustable. It's great to have bright lights shining on the chalkboard, but not on the screen. But I don't want to turn off all of the lights in the classroom just so the screen can be visible. I hate the different systems/logins on campus. I have a Liberal Arts login and a NetID (and SSO, for that matter). I hate that I the classroom systems are often NetID so that I can't access some of the servers that I access while I'm at my desk. Sound systems are variable/unpredictable in each room. [#1620367]

The projector in the open lab in WCL is in great need of improvement. The students can't see what is on the screen. [#1620565]

Usually good, and getting better [#1620622]

Technology to me includes chalk and or overheads that can be used at the same time- i.e. without a screen covering the board [#1620779]

This is important, but often times the faculty do not know who to turn to in order to resolve problems. [#1621122]

Some rooms STILL do not have computer stations, projectors, speakers in the ceiling or overhead projectors (ELMO). I know we can request these be brought in, but those are not so easy to use, the sound system is not ideal for students sitting in all areas of the room and it takes up the desk space, creates tripping hazards too. How can we have so much money for sports yet can't have this common equipment in all our rooms? It feels like education is not as important to this university. (Thanks for listening to my little rant.) [#1621449]
-----

more prior consultation with faculty before introducing technology in classrooms. more department-specific training? [#1621575]

Some rooms do not have connecting devices to allow faculty to use iPads etc.. [#1621634]

We have platform that works most of the time, not the best. We need to make it better so there would be minimal need to meet in traditional classrooms, web delivery for many classes or at a minimum realtime broadcast for students who can not attend for an acceptable reasons. [#1635677]

Classroom technology in Vet Med is very, very unreliable; frustratingly so. [#1635678]

Mostly good but there are places where hoops need to be jumped through to get a system to work (e.g., Mechanical Engineering classrooms for non-ME faculty). [#1654361]
-----

it'sook I guess, but some professor justdon't get it, they should have the projector but use the blacboard to make it easier for estudnets tofollow, wedo not want to leave any child behind ... well onlythe undesirables ;) lol [#1654378]

This is just not an area I use much yet. I think all classes should be set up for Skype or remote guests though. To my knowledge, they are not all that way yet. [#1654380]

Smart boards would be a real asset for our students; especially those with special needs. [#1654382]

Not all classrooms are equally well equipped. I have had to change classrooms due to poor accessibility in basements. [#1662711]
-----

lots of trouble in the new Agrilife science building and the response time for repairs are too slow. [#1662730]

Putting the technology into more small and medium-size classrooms is essential. It appears to be at a good level now when it comes to the large classrooms. [#1662737]

Some classrooms have antiquated equipment that even techs cannot fix. I lost several class hours last spring in MILS due to faulty or out-of-date hardware. Monitors were too small to view an entire eLearning page, for example. Most of the time, however, the uniformity and quality of hardware and software across classrooms is excellent, and I greatly appreciate that. [#1662786]

-----

n/a [#1662802]

Frequently does not work when needed because it requires more assistance than is available. [#1662807]

I use a room in Blocker with broken equipment (computer and projector). The student workers must come set up equipment for my use everyday. While I appreciate the interim use of alternate equipment, having broken equipment in a classroom for this long is really unacceptable for a top university! [#1662832]

Some programs do not upload without downloading programs, although it is on the computer. E.g. in class today I attempted to upload a .pdf file to show my class, but it prompted me to download Adobe, which was already installed as shown on the desktop. I believe it is related to the web browser. Also, I can only watch flash video on Chrome but not explorer or firefox. [#1662837]

Cell phone coverage would be nice. The A/V in our classrooms fails or hangs up on me ~once every 2 weeks, and costs me ~10-15 minuts of class time re-booting the system with help from the media center folks. That is an unacceptable impact on teaching time. [#1662853]

It is essential that professors have the option of blocking wireless internet access in the classrooms. I know several faculty, including myself, who ban the use of laptops for notetaking because too many students use them to surf the internet during lecture. There are many ways to deal with this problem as a teacher, but the simplest way that would require the least energy would be to have the option to block internet access as desired. This may be technologically challenging, but from the point of view of an institution of higher learning, it also seems rather obvious. [#1662870]

Some classrooms I use that are not maintained by the university have systems that do not allow me to use my software in "presentation mode." The system is configured so that the projector is not recognized as a second monitor. [#1665615]

It would be great if we had a confluence system that could be used by faculty and students. [#1687838]

Please do not EVER remove chalk boards from classrooms. [#1696837]

If there are speakers in a classroom, it should be very easy to connect the lectern or a laptop, via HDMI cable, to those speakers. [#1696842]

Classroom technology is hobbled together in some instances, and doesn't always work as indicated. How people teach is not considered in how the technology is installed. In room's 100 and 200 heldenfels, the smart pen will occasionally stop communicating, the control PC is across the room from the UPIC, and the customer service in the room his horrible. The UPIC should be centrally located with the PC adjacent to it. Additionally, there are 4 displays in rooms 100 and 200, and NO ONE I know uses more than 2. Epic waste of money. Additionally, we are never told when there are changes to the system, discovering the changes when we go to teach. Most recent event is that Powerpoint

presentations ONLY project from Monitor 2, there is no easy way to have PPT projected from the main display, as it has been in the past. The wireless microphones are hobbled together, and the one I am using this semester, the lapel clip for the microphone is a binder clip taped together. [#1696844]

-----

eCampus is awfully slow and cumbersome. Students cannot take quizzes without being kicked off servers. I have given up as **** suggests it is not going to get any better. [#1696849]

Must increase quality of wireless on west campus. My devices are searching for a signal more often than they are connected. Sometime my device finds a signal and quite often, it loses it quickly. When connected in classroom, the download speed is extremely slow. I could draw the pictures on the slides faster than the slides download. Very tough on my students in class. [#1696858]

They need to work ALL the time [#1696859]

Our technology in classrooms is conducive to lecture style classes, but not other methods of teaching. Lecture is likely not the future of the classroom, so more flexible classes would be excellent. [#1696868]

A tutorial including tips for using the smart sympodium would be most helpful. Also how to miimize glitches on smart sympodium would be invaluable. [#1696870]

Many of the computers are barely functional in the classrooms. It looks like they've upgraded the operating system in many cases without upgrading the hardware. The ones I use only have Internet Explorer installed, and its performance as a web browser has diminished considerably over the years. At least, Firefox and Chrome should be installed on all computers. [#1696871]

Training sessions for lecture hall technology that are announced a few weeks ahead of time so people can plan to attend. [#1696875]

Given the array of digital projects and the rate of converting paper to digital surrogates we need more servers for holding that data as well as methods to access it. Also, what's reasonable accommodation for the blind under ADA? There are limits to what we can do and still do a real jobs, yet the fear of lawsuits is making us paranoid. [#1696917]

Computers in classroom should be able to run Mathematica [#1707235]

Technology support staff who are consistently courteous and thoughtful.

Did not have much opportunity to interact with support staff. Satisfactory for the very few occasions of encounter-reset password, general questions etc. with help desk [#1618794]

I don't use a lot of technology support but I hear complaints often that there is a wide gap between what a user expects and what they get. [#1619352]

-----

my college folks are great -- rarely have contact with campus IT -- although you all are beginning to take over our classrooms. Interactions have been great, but for special programs i need for lectures -- i was not easily able to make this happen. Gave up because i really did not understand the process and it was difficult to figure out who i should be talking to... hence this was a failure. I worry about the future... [#1619576]

Some technology support staff are very courteous and helpful (ITS especially). However, some within departments are condescending and unhelpful. I am not technology illiterate, and often after talking with them a bit, they back off a little bit. But I should not have to prove how much I know before they treat me with respect. In some departments, they seem to have their own agenda, and support for our work is not high on the list. It would be helpful to require departments to submit survey information about how their IT department supports the work of the faculty and staff in the department. [#1619819]

I have a Mac because my department uses mostly Macs. However, the IT services do not seem knowledgeable about the drives, servers and programs that are typically installed by the former Mac IT guy. It would be nice if I could get all my services from the same group instead of having to educate IT on what I need everytime I go in. [#1619885]

This applies only to campus staff, not our department's. Emailing campus helpdesk is not usually very helpful. [#1620131]

Professionalism, professionalism, professionalism. Please don't gossip with me, speak ill of other employees and faculty members. Also, you are aware of the myriad ways in which technology can go wrong. Please be open to the possibility that it might not be what you initially think it is. [#1620367]

Customer service skills first, then technical abilities. A brilliant computer engineer that cannot explain is not adequate [#1620622]

They are here to serve the teaching and research mission. If they are not helpful (i.e., courteous and thoughtful), then they harm that mission [#1620814]

Of course, this is important, but responsible, knowledgeable and reliable is also critical. [#1621122]

I have encountered one or two helpful, cheerful people - otherwise they seem to be condescending to help me. [#1635612]

More friendliness and openness especially during stressful times is desirable. [#1649831]

-----

they better [#1654378]

I have had student workers forget to set up equipment on time - or at all - when I have a standing semester-long request. [#1662711]

Overall, they are courteous, but occasionally I've encountered people who seem overwhelmed and abrupt. [#1662737]

-----

n/a [#1662802]

This is what makes A&M a great place to work! [#1662807]

ITS... yes; Help Desk Central... no. [#1696841]

IT staff are courteous and respectful. Keep up the good work!!! [#1696858]

**** is courteous, helpful, and swift with his responses, information, and help. **** has
been slow to answer questions, and often his answers do not explain or resolve, but merely deny help.
The 8 rating is a combination of ****'s excellence and ****'s difficulty. [#1696904]

Deal primarily with staff in the CVM. Many are excellent; some are less than courteous at times. Often non-responsive to questions regarding policy. [#1696907]

Could they be more polite? Some are so very surely in meetings and training sessions. [#1696917]

Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.

The decentralized nature of the university's services make it difficult to patch together a useable service network. Got to contact lots of people and jump through lots of hoops to pull off things that should be easier to accomplish. [#1618865]

Throughout this academic year I have encountered many issues with eCampus. When I call ITS, I often feel more knowledgeable than the person I am speaking with. [#1618922]

There is a SERIOUS Mac deficiency, regarding service, on campus. [#1619099]

The professional staff are great. The student staff at the 8300 number are not. [#1619414]

-----

i have no idea... only deal with college folks, but i know with take-over of classrooms i will have to deal with you all... but i do not know how. Need to meet with college of architecture departments to help us understand services, and who to call... [#1619576]

Professionalism, professionalism, professionalism. Please don't gossip with me, speak ill of other employees and faculty members. Also, you are aware of the myriad ways in which technology can go wrong. Please be open to the possibility that it might not be what you initially think it is. [#1620367]

They need to be able to come into my office or classroom and resolve the physical problems immediately as they arise. They also need to be immediately available via phone to resolve software-type problems as soon as they arise. [#1620814]

This is a college of departmental person who may or may not have a high level of skill in IT services. [#1621122]

Cant stress how important this is or how rare it is to find someone knowledgeable, helpful and polite. [#1621636]

There needs to be support staff that can understand not only how the technology hardware/software works but also how it is being implemented by the faculty. [#1621758]

The IT people at the library have been very good lately. [#1635752]

Good resources and qualified staff are available. More access and knowledge will make the stress level lower when it comes to using technology and last minute issues. [#1649831]

Blocker Media Center rocks! [#1650145]

-----

as long as they help me, it does not matter wheter they knwo what they r tolking abut [#1654378]

I feel we need more people with expertise in Apple products. [#1662737]

Wehner Building staff are outstanding. I have experienced less helpful staff in other buildings. [#1662758]

Staff is strong at the university level, weaker in some buildings and departments. Blocker has long been a problem for faculty and I've always thought new leadership was needed there. [#1662786]

-----

n/a [#1662802]

-----

see above [#1662861]

Technology support staff aren't as well trained in Macs as they should be, so I often get out of date assistance. Having said that, the support staff are always very courteous and respectful and do their best to assist me whenever I call. It is one of the things I am most pleased with regarding campus technology services. [#1662870]

Need better trained staff [#1673280]

The support staff is very friendly and fast, but they can't always figure out the problems that I have with the projector. [#1696836]

Sometimes yes, sometimes no. [#1696844]

The IT staff are super helpful and have resolved every problem I have encountered thus far. Thank you! [#1696858]

The help desk folks are courteous and largely useless [#1696859]

Sometimes when calling the help desk for eCampus or eLearning is takes a while for them to resolve a problem. They are always willing to help and want to help, but sometimes do not have the knowledge. This has not been a big issue. [#1696868]

Need to examine departmental vs campus IT services. I think campus IT staff might be more knowledgeable than departmental staff in some cases, but I have to use departmental staff. Maybe it would be possible to use both. [#1696892]

**** is courteous, helpful, and swift with his responses, information, and help. **** has been slow to answer questions, and often his answers do not explain or resolve, but merely deny help. The 8 rating is a combination of ****'s excellence and ****'s difficulty. [#1696904]

If a computer issue can't be figured out in the office in a timely manner, it would be preferable if the technology services support staff would create an alternate plan for addressing computer problems rather than trying to fix them over and over without success or progress for multiple hours on end. [#1707156]

Getting timely resolution to problems that I am experiencing with campus technology services.

I had a classroom that had an issue ...and it took a while to resolve ...we need to have immediate assistance in classroom issues [#1618625]

Responses to lapses in service are often delayed. [#1618636]

There are no published service level agreements on how things are prioritized. [#1618865]

This can be slow. Needs improvement. [#1619082]

The "ticket" system is needlessly cumbersome and odd. [#1619099]

The nature of our institution makes it hard to get satisfaction [#1619352]

-----

see comments above... [#1619576]

This applies only to campus staff, not our department's [#1620131]

Presentation PCs in classroom sometimes freeze when trying to log in. Have got this resolved well, since the help desk was across the hall. Maybe have a help/call button in the class room so that I can get a help desk person in there quick. [#1620271]

Though my last experience was timely, trying to get help with computers on campus is often frustrating. [#1620674]

In the last few weeks service seems to have gotten better, but it is still slow and questions often cannot be answered. [#1620707]

-----

generally good but took days to get encamps problem resolved [#1620779]

In a classroom, every minute counts. I cannot plan to do an online activity and then come to class and find that the equipment or software has failed. Timing is critical. Almost all of the problems I have encountered with technology in the classroom has required a technician to physically come to the classroom and interact with the hardware. Pure software issues that can be resolved remotely have not occurred for me. [#1620814]

Biggest problem is the time it takes to resolve issues with OAL computers. [#1620828]

Very important and this can be improved by linking departmental/college IT with campus-wide IT specialists. [#1621122]

Sometimes, it takes longer than expected to resolve a seemingly small issue. Limited time that we have, makes it highly stressful to wait for small issues to be resolved. [#1649831]

Blocker Media Center rocks! [#1650145]

-----

there are no problems we are the bst [#1654378]

It is sometimes difficult to determine who to call about what issues. [#1654382]

-----

n/a [#1662802]

It is a challenge to know which office is supposed to respond to which problems. This delays service. [#1662838]

We are told that Departments may cease to receive $ to support IT system managers, and that all such support may be centralized. Our sysops has been extremely helpful to all of the faculty and students in our dept, and I have the gravest doubts that such user-friendly support can be provided by a remote campus-wide or out-sourced entity. [#1662853]

-----

took a long time to get encamps to accept large PPTs [#1662861]

My local guys are good. At the university level, I frequently cannot get a person on the phone so that quick questions are not answered promptly. [#1665615]

HIRE MORE PEOPLE!!!! think of A&M as a major corporation that relies on information technology to perform. [#1665627]

This has more to do with individual departments--we as a department have our own computer expert to order/configure/set up new computers, and to resolve any problems with faculty and staff. He is incredibly inefficient. [#1696835]

Three days is too long [#1696840]

I believe that beside eCampus all my issues with this are do to the understaffed and under-trained CVM helpdesk folks. [#1696849]

ITS staff here are amazing. [#1696858]

Much, much faster response ties [#1696859]

Have a "loaner" computer to use while problems with my office PC were being resolved was helpful. Having an approximate completion date for the fixes that were being made to my office PC would have been even better. [#1707156]

Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.

Messages are delivered, but they are often laden with jargon and tech-speak and therefore not easily decoded by computer non-specialists. [#1618636]

What is easy to understand to some people is not to me, since I am techologically dumb. I need to take advantage of more of the courses offered, but that is hard to do when I teach full time. [#1618813]

I get so much email. If you want this material to be read, get it to my mailbox. I will read it on the walk and then ride up to my office. [#1618818]

Timely, yes. Not always easy-to-understand though. [#1619082]

There has been no communications... need to speak with College of Arch faculty and departments... [#1619576]

Information about the end of Saba Centra support and the requirement of the change to WebMeeting came to me extremely late. Apparently some people received notification, but although I had been using it extensively for years, I only received the information because someone else passed it on to me. I had to make very quick decisions to figure out how to support my grant program, and the results have not had a positive impact on the reputation of Texas A&M University for the funding agency and the grant participants, even though I try to shed as positive a light as possible under the circumstances (see earlier comments in the survey). I am sure it is not that hard to find out who is using the environment regularly and give those people early information and even input into important features of the software that they use in their grants and research projects so that support can be continued in an acceptable manner. [#1619819]

-----

jargon [#1620367]

IT really missed the XT problem. [#1620707]

-----

possibly a survey of faculty desires and needs or a show-and-tell to colleges/departments about possibilities [#1621575]

I appreciate the emails I get from ITS about outages. [#1621636]

The key term is "explained in a relevant and easy to understand format" there needs to be someone other than an IT person review the information before it is sent out to be certain it is in layman's terms. [#1621758]

Good [#1635677]

While I am aware that you have training on 'things' I often do not know what the 'thing' is so how do I know if I am interested or not. I feel like the techies think that everyone should know what this software or whatever thing is or does and we do not. [#1650145]

-----

this is along sentence, if you could short it I could understand it [#1654378]

Just too much information coming from everywhere and usually more than once. There are probably lots of long emails about things not immediately impacting my responsibility that I don't get around to reading. Can't really think of anything I've needed to know though from an email. Pop up boxes on relevant sites get the job done. [#1654380]

Far too often, I believe we aren't getting timely information about problems or changes in technology services and it often isn't explained in the easiest terms to understand. [#1662737]

ITS does pretty well, especially in answering specific questions by email. Even though I've used ITS sites a lot, I still have trouble knowing which ones to go to first to resolve my problems. Maybe they could have clearer names. [#1662786]

-----

n/a [#1662802]

-----

generally OK but some cases of 'computer-speak' or "Thats's because you have a Mac" can be annoying. [#1662861]

Most information is given in a format that only someone who already knows the information can understand. [#1696840]

Never happens. [#1696844]

Given the admissions in the trial against Google that they harvest info from the email accounts and cloud services when they said they done - y'all are fooliosh to move froward to gmail accounts for students. Let the litigation flow! [#1696917]

Getting access to training or other self-help information that can enable me to become more effective in my use of campus technology services.

We need more training -- I tried to sign up for the responsive web design training ...and it was already full before I could signup [#1618625]

I can't find time to go to courses/meetings to learn how to use new technology/programs such as ecampus. The online "tours" and tutorials are not simple nor quick to use. I think these could be better designed. I once spent 5 minutes on one page trying to find a link that was referred to on a help page. [#1619022]

Ecampus, in particular, is not user friendly. I don't know if there are alternatives but a system that is simple to use and train people on, that mirrors existing, simple, applications that most faculty already use would be most appropriate. [#1619099]

Training and support for eCampus is good. I've never really had a session that was helpful in Teague's, though. They're too basic and don't apply well to my professional needs. [#1619287]

-----

training is available, just not a times I can attend...they are typically during times I am teaching class. more variety of times available [#1619660]

There needs to be improvement in e-campus training. [#1620565]

Doesn't matter what you provide if I can't use it. I appreciate training opportunities. [#1620786]

Emails informing me of such services work best for me. [#1620906]

Yes, but that takes time and often the training goal goes unmet. [#1621122]

Ecampus only has wikis.. some videos would be better. [#1621636]

Free [#1635677]

I like the training on software by the Employee & Organizational Development department [#1635752]

I use the self-help information - it basically works. I wish the software could be intuitive in the first place. [#1650034]

More blackboard documentation would be helpful. Not videos! [#1650173]

-----

r u tryingto tell me Im nbot effective? [#1654378]

The folks at Heldenfels are consistently knowledgeable and patient. [#1662711]

It seems that most trainings are during the most popular class times. [#1662730]

As one who uses technology in the classroom and who has taken advantage of training sessions in the past, I would like to see more training sessions offered, especially where a person can walk you through the basics and help you troubleshoot. [#1662737]

-----

n/a [#1662802]

Limited training opportunities are available. [#1662807]

There is a lot of technology already available, especially in the classroom that I don't bother trying to use anymore due primarily to unreliable access. This arises due to 1) multiple layers of redundant "IT security" that essentially make it more trouble than it's worth and 2) having every building controlled by different and usually unavailable people that don't feel it is there job to help faculty outside their own department. [#1662830]

When I talk to a person from ITS or the Help Center, they are often quite helpful, but finding trainings that fit my schedule or online resources that are helpful is rare. [#1696841]

The online help is written in edu jargon. I generally google the answer to the problem I have, because the tamu online documentation assumes that the reader has more technology knowledge than they do. [#1696844]

My training needs were much higher when I was new here so get the information out at new employee orientation. [#1696854]

Training sessions for lecture hall technology that are announced a few weeks ahead of time so people can plan to attend. [#1696875]

-----

video tutorials for setting up wireless, VPN, etc. [#1707154]

Additional Questions for All Respondents

The project coordinators for Texas A&M University included these additional questions with this survey. At the end of the survey each respondent was provided the opportunity to respond to these questions. Below are their responses grouped together by question.

If you were in charge of technology at Texas A&M, where would you focus resources? (Multiple Choice Question) Self-reported faculty, students, staff, not declared only.

a)	Communication/Collaboration (email, cellular, file storage/sharing)	50	16 %
b)	Help/Training (technology assistance, IT training)	29	9 %
c)	Research (supercomputing, research data resources)	25	8 %
d)	Security (data breach prevention, data privacy)	25	8 %
e)	Teaching/Learning (classroom equipment, learning management)	82	26 %
f)	Websites/Software (Howdy, Compass, website improvements)	33	10 %
g)	Wireless/Internet Access (faster speeds, more bandwidth)	52	16 %

What new, better or "cutting-edge" technologies would benefit or support your university experience or work? (Open-ended Question) Self-reported faculty, students, staff, not declared only.

Give us free Dropbox space. [#1618532]

Wireless transmission of video from a tablet to a projector. This would allow the freedom to move around the room while lecturing. [#1618623]

We need audio/screen capture recording within eCampus -- right now we use external tools -- other universities have this as an internal feature. We also need improved web conferencing tools. WebMeeting works but could be better. [#1618625]

All STAFF/FACULTY should be migrated to Google for email. [#1618780]

-----

tablet support and android support [#1618794]

The direction of your efforts seems to be to support scholarship and research. Technology to benefit creative artists seems to fall way behind, but then this university has little focus on the arts with Sam Houston doing a much better job fifty miles east. The security work you guys do to protect data theft is spectacular, far better than Target! [#1618818]

Internet in places away from buildings. Boost signal strength. [#1618850]

Major improvements to using the gradebook externally in eCampus would greatly benefit my (and many other's) experience at work. [#1618922]

I never get to cutting edge in technology usage. [#1618955]

-----

more customer-friendly ecampus system like elearning. Prazi. [#1619059]

-----

1. Because of 24/7 accessibility to work, anything that helps us understand how to manage/handle more input than is humanly possible to process would be great. 2. Treadmill computer access. [#1619287]

I can't select multiple items for this question. All of my answers in this survey were based on my experience with the ITS service in my college as I haven't experienced much with the campus main IT. [#1619308]

Either campus blessing for access to a cloud sharing/synchronizing service such as drop box or a campus version. [#1619352]

-----

text in response systems for classrooms - students are on their cell phones anyway. [#1619400]

-----

easy access to collaboration tools, file sharing, web page serving with statistics, etc. [#1619414]

This is not cutting-edge, but it drives me crazy that the global address book in my Outlook email doesn't include students. (i.e. if I want to send a student an email and I type their name into the "to" line or the contact box, I can't find them there) [#1619490]

Easier shared folder solutions for classrooms. I make everyone sign up for dropbox. Much simpler than posting things to eCampus. This program is cumbersome. [#1619534]

The ecampus upgrade has been disappointing. It doesn't seem to have all the functionality of elearning. MOreover, it is frustratingly slow in some aspects and actually hinders my productivity. [#1619537]

We need better web presence for our university, its programs and its research. we need to facilitate solid content and services [#1619576]

We need to have the ability to enter decimals in the Turnitin eCampus module and have the grades transfer to eCampus. I know we only pay for a subscription, but we have to demand they fix this problem. We are a major client and this is unacceptable. [#1619657]

This deals more with the "If you were in charge of technology at Texas A&M, where would you focus resources?" Above all else, our resources should be safe and secure from hacking and abuse. Beyond that, I think CIS could help more with Teaching/Learning technologies. Your 24-hour Help desk (and Help Desk in general) are very important to me. Continue to do what you are doing well. [#1619679]

Virtual meeting rooms [#1619702]

-----

high capacity backup systems [#1619732]

I think we have good technology resources, in general, at A&M. However, the availability of good resources for online collaboration in real time is lacking. As mentioned in earlier comments, WebMeeting has not worked nearly as well as Saba Centra did, partly because of poor implementation and poor choices at TAMU. There is some movement toward Blackboard Collaborate, but I have not been able to spend time determining how well it will work. One problem for these environments, as well as Moodle, is that those of us who have grants to work with K-12 teachers do not have access to enroll our students or manage our environment to work for our programs. We are dependent on IT to do what we need, and they are not always able to handle our needs in a timely manner. I currently have to supplement my program needs with Blackboard's free environment at coursesites. But there are limitations to keeping that freely available. The area that I see most deficient at TAMU is the support for work with K-12 (or collaboration with other university personnel) with good online environments that meet our needs. Because the state legislature charges us with the responsibility to work with and lead K-12 education efforts, we need the resources to do it effectively and efficiently. [#1619819]

-----

none [#1619867]

Collaborative Learning Environments (round-table computer -based stations with ability for 4-5 people to plug in and share data and a large projection screen) for group projects. [#1620012]

I see Research, Security, and Access as all being essential to improve research at the university. We're behind in ability to teleconference on desktop computers. There is also need for improvement in Ecampus, which was rolled out very poorly (very difficult to get started) and eLearning was barely functional at the time. [#1620131]

Regarding research: shared file systems for collaboration with students and colleagues. Regarding teaching: Google-docs that can easily be shared with students Regarding service: some solution to the multitudes of unsolicited emailed Word, Excel, and Powerpoint documents. [#1620136]

Wireless internet all over campus [#1620218]

After a primary focus on Research, I would suggest that TAMU focuses on Collaboration software, but NOT JUST FILE SHARING. There are many different collaboration environments that are available today. Students seem to use some outside of the campus firewall, but professors are also using mixed external services that potentially create problems. The need for collaboration tools is big -- but TAMU seems to have little to nothing to really support creative, collaborative research work. [#1620295]

-----

cloud / back up services and less on the secruity [#1620490]

More focus on the basics. Sometimes focusing on cutting-edge means basic equipment is not maintained. [#1620565]

Available video "walls" for distance learning and research collaboration available. [#1620622]

-----

see prior comment [#1620779]

-----

merging email systems so that we each have a single address. Adding more Tidebreak setups. MSL's are awesome. [#1620786]

Wireless presentation software that allows us to use computers in classrooms much easier. Prezi presentation classes. [#1620799]

Better collaborative software and hardware would impact my teaching and research the most. [#1620814]

-----

two-factor authentication for email; administrator privileges on my work computers [#1620957]

Computing power for dealing with large data sets from genomic analyses. [#1621122]

The email system at A&M is a major issue, and really must be addressed. Although neo is no longer my main account, it continues to hold sway on several serious communication problems. 1. I cannot forward mail from Neo to my clla account. 2. When using the Howdy portal to communicate with students in my classes, any reply to my message is directed automatically to my neo account. I learned this after students complained that I did not respond to them. 3. Code maroon warnings go directly to Neo, and are not forwarded to my CLLA account. I have sought help, without success, multiple times to remedy this problem. [#1621205]

-----

attendance taking software that is not permeable like clickers [#1621261]

-----

online education and remote learning [#1621364]

I prefer to get the simpler, existing technologies working better. Internet access is still unreliable in classrooms and offices, cellular reception too, and cloud storage for email and file backup is difficult to use and slows down machines. Getting the basics going is much more important than showy things like clickers, which are often more trouble an not better than chalkboards. [#1621387]

-----

greater knowledge of how to use what I have now or what I could use [#1621575]

Robotic technology to enable faculty members to participate remotely in activities when traveling. [#1621636]

More appropriately placed outlets - that don't create tripping hazards to be used! [#1635612]

A new lap top [#1635742]

As faculty/ instructor, I have problems with students that surf the web during my lectures. Attempts to prohibit Internet browsing during class time have been futile. Is there any way that you can cut off, or block wireless access within the classroom? It'd be ideal to have something like an on/off switch, for example, I could turn wireless OFF while I am speaking in class. [#1649705]

-----

don't know but for sure I would need training [#1649716]

I would like a support system like Blackboard, but one that is more transparent about what settings you have chosen. The gradebook wants to be automated, but I don't do grades the way it wants to, so I fight that all the time to keep it under my manual control. Be nice to turn it off globally, or - if that's already possible - to know how to do that. [#1650173]

-----

eCampus is very slow and needlessly complicated. [#1654308]

Virtual Patients Software and Interactive software technology, e.g. nearpod [#1654309]

Not aware of other possibilities [#1654326]

All of the above are vital to the proper functioning of a technology-dependent university like TAMU. Resources must be distributed across them to meet the multiple needs. See my response to the previous question for an important area that I do not believe is being sufficiently addressed. [#1654332]

-----

it all there for now, but changes [#1654350]

-----

mmm like ...u know... those thingis the new ones [#1654378]

Better remote computing services for faculty [#1662712]

-----

improve the ecampus interface or acquire an interface that is simpler--simpler to instruct faculty and assistants in, simpler for faculty and students to use. [#1662720]

Dropbox type cloud space, which is secure and with more capacity, for faculty research and teaching. eCampus needs to become much more stable. VOAL needs to become stable. [#1662724]

To explain my choice above: Teaching/Learning is already strong, except for slow speeds. Most of my frustration comes when I'm searching TAMU for specific information (regulations, policies, data). The only technological improvement I can think of is improving speed, and perhaps more cloud computing for email, storage, collaboration, and the like. [#1662786]

I would like to see more thorough/detailed online resources for course management systems such as eCampus. [#1662822]

In general, for those things I use (and I'm highly dependent on the library systems and the Internet in my work in the library) I find that our campus services are fabulous. I imagine those I don't use are just as good. And as for rooms and state of the art equipment for teaching classes, in the 15 years I've worked here I've given training workshops at other institutions and no one has the fabulous state of the art equipment that A&M does. Good job! [#1662826]

Simple, dependable, high quality computer conferencing abilities in classrooms [#1662849]

Improved databasing for library/reference and data access. [#1662853]

Technologies to help archive and make available old (legacy) os's, software, web-page servers etc. [#1662866]

-----

ability to present from an iPad in the classroom wirelessly [#1665615]

-----

fix the websites/online applications that are terrible, like: CONCUR, MAESTRO, NEO, HOWDY, and the IRB online form. It is shocking how bad each and every one of these are. [#1665627]

Better distance/streaming features, such as bringing guest speakers to classes via communication technologies. I have begun to do a lot more of this, using Skype, but my college insists on using Collaborate (which hasn't worked appropriately any of the 3 times I've had to use it...). [#1673229]

-----

document cameras in every classroom [#1673279]

I would like students to be able to use their phones during my classes to text in responses to things i post up at the front of the room. I can use some polling software that is out there, but it limits the number of responses and I teach large sections. [#1696833]

Wireless internet everywhere An ecampus app (this may already exist, but I don't know about it) [#1696836]

Email that doesn't have a storage quota would be awesome. [#1696842]

Anything has to be better than BlackBoard Learn. Definite downgrade from Vista. [#1696844]

More options to take workshops [#1696851]

-----

something better than eCampus [#1696853]

Multiple Choice Question above: Research; Security; Commmunication [#1696857]

I rely on the IT folks at TAMU to bring these technologies to me but I do not keep up with cutting edge in this area. [#1696858]

Collaborative learning classrooms where students can interact in groups supported by the instructor. [#1696868]

Any technology that facilitates creating excellent quizzes for students to eliminate paper transfer (I am thinking math classes). [#1696870]

The access to high performance computing on this campus is simply horrible. The widely available clusters are old and inadequate for many modern applications. Other supercomputers are controlled by small, special-interest groups. Queues are unreasonably long. We need to improve the high-performance computing infrastructure (more nodes, more memory per node, and more storage). [#1696871]

Don't know [#1696892]

-----

software for creating quality online instruction. [#1696895]

It is important to NOT duplicate tools that are available for free or for a small cost on the internet. For instance, GitHub offers free repositories for educational institutions. There are many blogging, email, storage services out there. [#1696897]

More course authoring software and the training for it, especially to support creating of small private online courses (SPOCs). [#1696898]

Data visualization [#1696917]

I think it is very difficult to understand the neo email server and whether I have an address there versus who gets Code Maroon notices. I swear I closed my neo account, but I never get a Code Maroon to my tamu email. Why not? [#1707139]

University should offer computer tool courses as part of core curricula. Student knowledge of Excel, Quickbooks, GIS etc software is important. [#1707141]

MS SharePoint--from what I understand about this software, it is exactly what my office needs. Without it, we have to resort to workarounds and excessive email communication when attempting to edit MS Office documents simultaneously. [#1707156]

Video conference/desktop collaboration services. [#1707185]

I am very satisfied with available technologies and services overall. I got competent and courteous help whenever I needed it. [#1707203]

How easy was it for you to complete this survey? (1 = very difficult, 9 = very easy)

7.6020 (n=299)

How confident are you that the answers you provided are meaningful? (1 = not at all confident, 9 = very confident)

6.6858 (n=296)