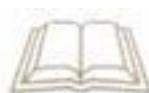


A Higher Education TechQual+ Study

**Faculty 2013 TechQual+ Survey
for Texas A&M University**



Higher Education TechQual+ Project
Assessing IT Service Outcomes for Technology Organizations in Higher Education
<http://www.techqual.org>

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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, scientifically valid 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 an instrument to gather feedback from the TAMUQ community of end users in a way that would provide objective criteria for service and project 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+ conceptual model and survey instrument. The LibQual+ conceptual model itself was also based in part on SERVQUAL, a tool used in the private sector to assess the quality of services.

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 outcomes on their own campuses. The resulting instrument 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 12 IT service outcomes expected by faculty, students, and staff.

TechQual+ was developed through multiple rounds of qualitative and quantitative data collection from participating institutions. Using this data, the TechQual+ instrument is continually refined with the goal of insuring that the resulting instrument is considered to be scientifically reliable, valid, and universal. 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 comparisons across institutions.

The TechQual+ principal investigator is grateful for the exceptional work by the staff of the Texas A&M University 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+ instrument.

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:

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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 respondents (n*) who actually completed this question on the survey. Respondents who selected 'n/a' or who failed to enter a rating across all three service dimensions (minimum, desired, perceived), or, who failed to enter a response are not included in these statistics (thus the variation in n* across all questions). Additionally, two other important measures are included:

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).

Outliers: The data contained in this report excludes outlying cases. Outliers by definition are observations that are numerically distant from other cases and have the potential to result in misleading results. For this study, an outlier is defined as a case where the Adequacy Gap Score is either greater than or less than two standard deviations from the mean Adequacy Gap Score. This has the effect of removing the top 2.275% and bottom 2.275% of cases. This determination is made on an item by item basis.

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.

Support for accessing the campus Internet service using my tablet or other mobile device.

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 could change or improve just one thing about the university's technology services, what would it be? (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. Note: The employee is responsible for all taxes related to prizes. (Open-ended Question) *Self-reported faculty, students, staff, not declared only.*

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 accuracy 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%	259	204	79%

Attribute: University Role (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	28	4	14%
Faculty	0	0	0%	226	197	87%
Staff	0	0	0%	4	2	50%
Student	0	0	0%	1	1	100%
Totals:	0	0	0%	259	204	78%

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: Gender (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	34	10	29%
Female	0	0	0%	96	80	83%
Male	0	0	0%	129	114	88%
Totals:	0	0	0%	259	204	78%

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

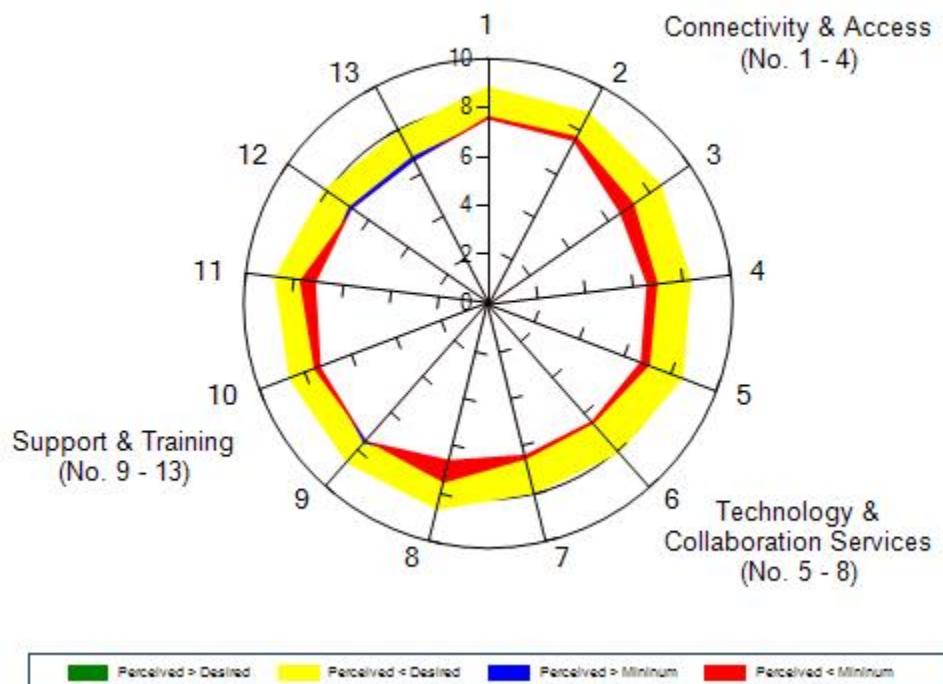
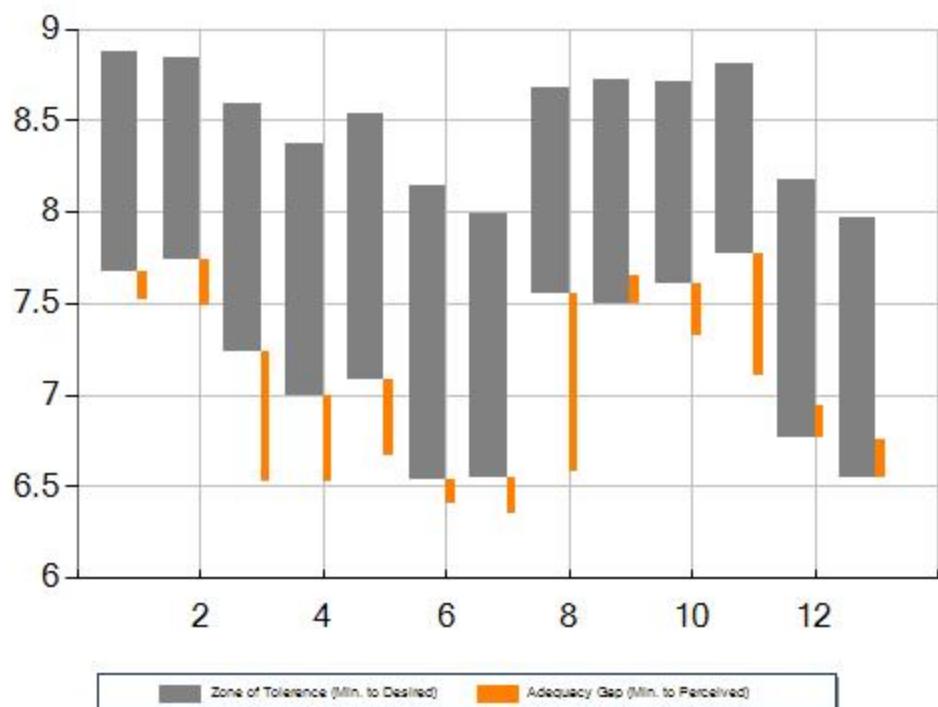
Attribute: Age Group (self-reported)

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	60	25	41%
0-24	0	0	0%	1	0	0%
25-34	0	0	0%	20	17	85%
35-44	0	0	0%	50	44	88%
45-54	0	0	0%	49	45	91%
55 & ABOVE	0	0	0%	79	73	92%
Totals:	0	0	0%	259	204	78%

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

Results for All Respondents

Below are the charts, data tables, and suggestions for this view of the survey data.



Data Tables for All Respondents

For each IT service outcome the statistical mean, standard deviation, and n^* , where n^* represents the number of respondents who provided a complete rating for this service dimension. Thus, there may be variation in n^* across all service dimensions. 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^*
1	Having a campus Internet service that is reliable and that operates consistently across campus.	Mean	7.67	8.88	7.52	-0.15	-1.37	194
		Dev	1.31	0.38	1.34	1.35	1.26	
2	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.	Mean	7.74	8.84	7.49	-0.25	-1.35	191
		Dev	1.26	0.46	1.35	1.27	1.29	
3	Having wireless Internet coverage in all of the places that are important to me on campus.	Mean	7.24	8.59	6.53	-0.71	-2.06	194
		Dev	1.60	0.81	1.77	1.95	1.82	
4	Support for accessing the campus Internet service using my tablet or other mobile device.	Mean	6.99	8.37	6.53	-0.46	-1.84	168
		Dev	1.66	1.17	1.82	2.00	1.82	

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^* = Total Respondents Who Completed Item; 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^*
5	Having campus Web sites and online services that are easy to use.	Mean	7.08	8.54	6.67	-0.42	-1.88	195
		Dev	1.46	0.81	1.58	1.64	1.58	
6	Accessing important campus Web sites and online services from my tablet or other mobile device.	Mean	6.54	8.14	6.40	-0.14	-1.74	176
		Dev	1.85	1.40	1.67	1.72	1.70	
7	Having campus technology services available that improve and enhance my collaboration with others.	Mean	6.55	7.99	6.35	-0.20	-1.64	173
		Dev	1.78	1.45	1.70	1.55	1.54	
8	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.	Mean	7.55	8.68	6.58	-0.97	-2.10	186
		Dev	1.35	0.74	1.70	1.78	1.65	

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^* = Total Respondents Who Completed Item; 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*
9	Technology support staff who are consistently courteous and thoughtful.	Mean	7.50	8.72	7.65	0.15	-1.08	189
		Dev	1.25	0.57	1.42	1.39	1.34	
10	Technology support staff who are knowledgeable and can help me resolve problems with campus technology services.	Mean	7.61	8.71	7.32	-0.29	-1.39	187
		Dev	1.40	0.76	1.71	1.55	1.53	
11	Getting timely resolution to problems that I am experiencing with campus technology services.	Mean	7.77	8.81	7.10	-0.67	-1.70	186
		Dev	1.13	0.51	1.79	1.82	1.76	
12	Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.	Mean	6.77	8.18	6.94	0.18	-1.23	176
		Dev	1.64	1.27	1.50	1.78	1.53	
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	6.55	7.97	6.76	0.22	-1.21	181
		Dev	1.80	1.49	1.68	1.90	1.83	

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* = Total Respondents Who Completed Item; 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.

Again - this is key. It shouldn't matter if I am in my lab or my office - in this era - it is important everywhere. [#1172739]

This is becoming increasingly important for faculty [#1172954]

See above. [#1173060]

I find that some classrooms do not have functional wired internet connections. While for some things I can use wireless if it is available in the classroom, there are times that I require a wired connection. For example, I teach a class via Centra to a branch campus location. I can't risk losing a wireless connection and need the speed of a wired connection when I am in the classroom here with the local students. Please ensure that all classrooms have functional wired internet connections available for laptops not just the podium computers. [#1173740]

Our building's wireless is not especially reliable, and it is often very slow. [#1173816]

More hotspots in older buildings like Bell [#1173965]

This is very important and should be addressed ASAP. [#1174282]

why is my suddenlink at home so much faster than my office at a tier 1 research institution? [#1174286]

We need a single logon and password for all access instead of multiple logons. [#1174398]

I don't know how this can be improved but I do have some frustrations with the numerous systems at A&M each requiring a different password, etc. I have at least one page of the different passwords that I keep in my desk drawer. There is no way I can remember all of them. I wish there would be some way you folks would consider consolidated some of the systems like elearning and howdy. I understand that elearning is going to be replaced next fall so maybe some of these problems will be alleviated.
[#1175454]

I frequently have to teach in different buildings, and all have local networks to which I do not have access. Having single sign-on access across campus would make moving from one building to another much easier and would give me about 10 more precious minutes in each session. [#1177037]

Very uneven wireless access. Uneven classroom access via hard-wire. [#1178587]

I would expect to be online even between buildings (when working around), and that is not always the case and causes problems when accessing through smartphones since they keep searching through the WiFi even when the connection is almost dropped. [#1196973]

I have a hard time with my MAC and the way it connects in the Mays Building. [#1197264]

Internet is of paramount importance to forward looking researchers. It is critical that we maintain and improve our network. On the other hand, CIS cannot be expected to maintain individual computers. Still, it would be nice to have well connected, reliably cooled server rooms to store research servers.
[#1197438]

The wireless sometimes drops in my office. In my classroom, I have students use 16 laptops frequently and not all can have internet access at the same time. We need stronger wireless. [#1197452]

it's frustrating when the service drops on my devices but not other people around me [#1197530]

Still waiting for this one--can't even access in my office if the computer is not docked. [#1197615]

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

I can barely get wifi service in my lab (Brown Bldg) - even under the best of cases - and not at all during 'busy' times of the day [#1172739]

This is fine as of now. [#1172954]

Because my mac apparently will not hook up to the department network, I use wireless, which is very slow and often drops for short periods of time. Email often will not download to my iphone -- I get the message that the server is not available. This is a TAMU problem, because my gmail works fine all the time. [#1173060]

The actual howdy site is slow to load off campus, due to variation in connect speed. simplify page. [#1173965]

Accessing our internal web sites is often slow, and why in the heck do we have to log in even after we're already logged in. Say I log into Howdy and want to click there to go to eLearning. I have to log in all over again. It seems our system ought to be smarter than that. [#1174863]

We have a number of incidents that have created major technology problems especially in the library services. We need an app just for the library where we can access all of the resources online. The TAMU app doesn't have a Libcat (library catalog) link to search for books, which makes absolutely no sense. [#1177002]

Without a doubt this is important. Again, this should be expected at a nice uni like TAMU. [#1178214]

OK [#1178587]

Keep it coming. [#1197199]

Service is spotty and slow. [#1197200]

Sometimes wifi is sluggish. I am not sure how to make it faster. [#1197310]

Speed of file loading in eLearning and Howdy can be slow. [#1197332]

There are entire mornings when the Internet is either glacially slow or up and down. [#1197430]

it is fast, but again, the wireless doesn't work everywhere [#1197530]

Doing better in this area, still is sluggish on some machines [#1197615]

I have ATT mobile service and need my phone to give me email updates in a more reliable way in every part of campus. This has been a terrible problem around Blocker and other buildings, for no reason that has been explained with reliability. If the problem is ATT, then the university must find a way to negotiate with them for form a better, most reliable service. If the problem is communication outages due to technical issues with campus IT, then that should also be addressed and reinforced with regularity. [#1197710]

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

even in a building where I have strong wireless signal, download speeds tend to be terrible. I have to use my personal laptop for skype because my faculty desktop does not have a camera, and the campus wireless makes skype virtually unusable because of slow speeds much of the time. [#1172675]

Sometimes I don't have a strong signal and having a strong signal does not guarantee I'll be able to connect. [#1172732]

Should be everywhere. [#1172785]

Wireless access should be available everywhere on campus. [#1172831]

The wireless in many of the office buildings are not up to standards. For example, even in my own office in WERC, the wireless reconnects every hour or so. [#1172954]

Classrooms are my concern. [#1173237]

Need wireless in building 1184, Veterinary Anatomic Pathology building [#1173341]

Mostly in buildings right now. That's okay. I'd like access in between buildings. Wireless is very problematic with new devices. It won't authenticate for hours before finally accepting the user/pass. Then it's fine afterwards. I've had students work from home instead of the office because of this issue. [#1173344]

Wireless tends to be spotty in my building and can be very difficult to use in some of the classrooms. When we have a lab class that involves everyone downloading data to use for a project, it can be very slow, and sometimes the students can't get to the internet at all. I would really like to see boosted wireless the classrooms/teaching labs. I know that there was a recent survey done of the wireless strength in this building. I am looking forward to improvements. [#1173740]

Coverage is quite good, but often slow. [#1173816]

More hotspots in older buildings like Bell [#1173965]

Wireless internet coverage should be available everywhere on the TAMU campus. [#1174282]

Yes. Unfortunately, it is not available at my current location. [#1175145]

About the only place of internet importance to me on campus is my office so having access other places is not that important to me. [#1175454]

It may be that I don't know how to access it, but I can not get on line with my laptop at some locations. Perhaps more frequent reminders of training opportunities would be appropriate. [#1175513]

We are a very mobile campus and wherever we are, whether on a campus bus or offsite TAMU storage we should have access to the internet. I do think this is an area that our technology services are superior. [#1177002]

Quality of the signal varies a lot [#1177466]

Not so far. [#1178587]

yep [#1179364]

In addition to buildings, it would be nice to have wireless coverage outdoors in and around the campus (not as important now that I am using a 4G phone, but still would be nice.) [#1179421]

Having wireless access campus-wide is highly desireable. [#1197201]

I think wireless coverage is pretty good, but I have to admit I am not a heavy wireless user. [#1197459]

Wireless coverage in my office is spotty - some days it works some day's I can't connect. [#1197463]

this would be nice [#1197530]

Wireless in some buildings are not working well. Wireless in some open areas within the campus may be very helpful. [#1197567]

In my office in the Mays school, my iPhone CANNOT get wireless access. It does if I walk out into the hall. I think this really sucks. [#1197593]

Same as above [#1197615]

Please see previous comment about mobile service with ATT phones. [#1197710]

Unfortunately, wireless coverage is poor in the basement of the Glasscock Building. I'm not sure how to improve it, given that these facilities, being below ground, are not well-located to receive a signal. [#1197712]

Need more hotspots [#1200780]

Support for accessing the campus Internet service using my tablet or other mobile device.

Should be as painless as possible. [#1172785]

Very little support for using tablet as presentation device. [#1173816]

Support services are generally good, but hard to locate at times. I think we need to increase the numbers of computer support positions (and computer support groups) on campus and make sure that all have easy access to support. [#1174282]

All I can say here is ABSOLUTELY! We need resources that have various scalability features for the diverse screen sizes. [#1177002]

I never really contacted support with this issue, but the quality of the wi-fi signal varies substantially across campus and even within the same building. [#1177466]

Can't get past firewall & College's tech help not any help. [#1178587]

cannot always access services from inside of Blocker; even have dropped calls into of Blocker; difficult to access the internet from all places in Blocker [#1179364]

iPhones are too small to do most things, but iPads are not. If compass worked on an iPad, I would be in heaven, since I wouldn't have to drag my laptop at meetings etc to check things in compass. Howdy seems to work fine on my iPad. [#1197197]

This is desirable for users, but not essential as compared to having main computer access. [#1197201]

TAMULink drops, drops and drops connections. Unreliable. [#1197277]

There is not enough support or 1:1 consulting available. Also, it seems there are very high costs, for example \$100 per question in some IT locations. In my opinion, it should be forbidden to have anonymous addresses like "system administrator", there should always be a specific person in every link so one knows who to complain to, or who is responsible for something that is substandard. [#1197354]

Unfortunately, wireless access was spotty for a while. Eduroam is a great service, locally for guests and globally for TAMU faculty members. [#1197438]

As I said, I don't really do this. [#1197593]

Need more wifi hotspots [#1200780]

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

This is our public face - we need to impress people and make our info easy to find [#1172739]

It's mainly my college pages that need improvement, but often things are hard to find. [#1172852]

I have found the websites to be remarkably unclear and hard to navigate -- with one notable exception: the writing center website is great. Compare the graduate school to, for example, UT's. Try googling TAMU sponsored research: osrs comes up fifth or sixth, after the foundation. Try to figure out travel reimbursements or apply for IRB approval (a call to *** is required, but that is not part of the online instructions). Try to get an ID and password for the guest wireless, one step of which requires a PHONE CALL to get a secret code. Seriously. Compare this to any other university in the world.

[#1173060]

I don't know what services are available or even where to go to find out. [#1173344]

The Student Business Services website at times is a conundrum. One goes around in circles trying to find answers. Generic and tangentially relevant answers are provided, quickly followed by a "was that helpful?" query. "No" responses do not result in changes. [#1173540]

Since these are all departmentally controlled, I am not sure how this can be improved. For example, I find the EHS (environmental health and safety) site difficult, and I can't find useful information there. I have gone to sites at other universities to get information. [#1173740]

Our online systems (esp. Concur, Maestro, Compass) are very clunky and do not talk to each other.
[#1173816]

need a simplified interface TMI [#1173965]

I find using elearning to be very tedious and not very intuitive. I have java and flash problems continuously. I have participated in classes as a student and now I fully understand why students dislike online classes. [#1174152]

it could be worse [#1174286]

See above comment. I definitley do not like Howdy or Concur just from ease of use perspective.
[#1174863]

Last summer in my capacity of masters sport management director, I tried accessing all the links that potential applicants have to use. It was a nightmare. Half of the links didn't work. I have asked many of my grad students and undergrads where they go to get their info - Facebook. I don't know if we want to go there but many of our competitor institutions are recruiting students through that medium. [#1175454]

I don't know if you are really the group to complain about this to, but the library website is JUNK when you aren't on campus. You often can't download articles! that's NUTS. (And I am referring to a laptop, not an iPad.) Also, CONCUR is ridiculous. [#1175600]

elearning is a mess! [#1176205]

Astra is a disgrace. It is user-unfriendly and time-consuming. The people who purchased it must have utter contempt for those who have to use it. Twenty-five years ago it might have been acceptable; now it is absurd. I would like to sentence **** and his senior staff to use it for one hour to input a Departmental class schedule. After 2 minutes, they would be begging for mercy. [#1176856]

I'm still confused about the differences between Net ID and SSO why have two? [#1177727]

I was just thinking of trying to contact depts. sometimes and their websites do not make it easy to find what I am looking for. [#1178214]

To find anything at TAMU online I often have to use google... Howdy and elearning can be tricky to navigate, [#1179421]

There are a variety of different portals for different institutional units. yet, as a new faculty member, I find it very confusing how there is no seamless consistent and clear interface across these different portals. [#1197202]

Much of my perception about how well the online resources work is connected to my experience with Blackboard, which has NOT been positive. [#1197257]

Some website on campus are not easy to navigate. They are not intuitive. Provide useful Help tools. The help tool for elearning is horrible. [#1197310]

most campus web sites are primitive, seem to be designed by someone "out in the sticks" and not a google-employee-caliber expert [#1197354]

Scrap elearning - though I know the new version is coming online. [#1197452]

needed, and available, but not always user friendly [#1197615]

CEHD and department websites are terrible. Info is often out of date and difficult to navigate, particularly on mobile devices. [#1197657]

Websites can be improved in terms of audience appeal and facility. Howdy is extremely non-forthcoming for the average user, which crosses all internal positions (staff, students, faculty) : try finding the academic calendar easily on Howdy, it is buried in multi-levels of related items from the institution's perspective, yet not from the audience/user perspective. The student rules are equally difficult to locate and peruse, even with the searchable capacity. [#1197710]

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

I don't recall any sites being completely inaccessible but many are still designed for monitors and inconvenient on tablet devices. I am still waiting for the tablet version of eLearning, etc. [#1172709]

I have been able to get no support at all for any of my mac devices. [#1173060]

Mobile websites stink in general. Be able to give me access to the full website. And don't push me back into the mobile website as soon as I follow a link. [#1173344]

The mobile versions are often too different from the real versions. Please make them more similar. [#1173540]

Wireless is often very slow. [#1173816]

very slow loading off campus, a simplified page is needed. [#1173965]

Web sites are adequate, but could be much better. Security and password issues should also be addressed and simplified. [#1174282]

SSO, howdy, elearning Maestro all suck on desktop and smartphone. [#1174286]

I do quite a bit of work at home on my laptop and there have been times when I could not access the library site due to a certificate that was not timely renewed. The problem has been fixed but there have been isolated times when I could not do library searches from off campus. [#1175454]

It can be difficult to access some services - e.g. email functions in Howdy - when traveling. [#1175535]

Need more written and video documentation about setting up devices (Ipods, Android) etc. I don't know if something is out there to help or not. There are a few different pages/routes for technical information. I'm not always sure which site to go to for what. [#1176325]

I'm new to the mobile world. I still use it more for communication than for web browsing. And my eyes aren't good enough anymore for web browsing on it, anyway. [#1177037]

Howdy and eLearning would be the sites I'm interested the most for mobile access and they are not exactly tablet-friendly (Java must be banned on campus!) [#1177466]

I dont try because its too difficult. [#1177727]

This is desirable and can be accomplished. [#1197201]

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

I'm new to campus and think my experience so far might more positive if I had been offered an orientation to technology services. Right now - with help from colleagues - I am learning as I go on an as-needed basis, but I have no clue as to what I could be doing with campus technology. [#1172732]

We need a better way to find potential collaborators - maybe some kind of "HUB" searchable by key words - with forums or linked methods to contact other PIs? [#1172739]

It seems as though technologies come and go rapidly. I'd love to see you all select one after receiving widespread input and then commit to keeping it for some time. (2 years, for example) [#1173540]

I and my students use Google apps and it would be great if the campus adopted apps for education. In my department (Hort) alone we waste over \$100,000 a year maintaining servers and supporting faculty with email etc. We could easily eliminate a lot of our IT by going Google. [#1174152]

I have been impressed with the quality of service in this area. I can't tell you how many times I have depended on our departmental tech people and others here on campus to bail me out. Our departmental staff have been great to me. [#1175454]

This may be a University Libraries function, they are my employer. The cloud saving web site (Lstor, Xythos) is not very effective in my opinion. I have to run all over campus and it would be great to have a faster, simpler cloud solution. [#1175495]

Campus provided Dropbox accounts. [#1176169]

One of the most common things that people use to write joint papers is Dropbox or a similar service. My office computer doesn't provide any of these services. This makes things indeed complicated for me. [#1177006]

I'm not a big fan of web-collaboration. [#1177037]

I don't know how this can be improved....I am old school in just using e-mails, telephone, and thankfully there is Skype available now (but no cameras on our computers). [#1178214]

Need "at the elbow" help for first couple times, then can manage on my own. But no one will take the time -- can't leave their desk. [#1178587]

Sending out computer tips such as use of the "Drop Box" or other ways to share information should be a priority, especially a mechanism to transfer very large files such as those generated using various genomics technologies. [#1197201]

I rely on applications like Skype, AIM, GoogleChat and PolyComm to coordinate a project that spans 4 countries. The connection never falters. [#1197277]

I don't rely on any campus here. All is done through third-party service providers (GoogleDocs, dropbox, etc.). On the other hand, it would really help to have a useful course management system that allows me to collaborate with other instructors, and TAs. eLearning is a disgrace in this domain. [#1197287]

Looking forward to being able to use Community in eCampus when faculty and students can readily gain access. [#1197332]

Campus wide site license for Eluminate or Adobe Connect so it is as free as water. Functioning voicemail service. [#1197430]

SVN hosting may be good for collaboration. Recent initiative between Dropbox and TAMU is commendable. [#1197438]

the programs i've used for online conferencing are horrible - ttvn [#1197530]

I don't really use anything like this, but if you had something good, I might. [#1197593]

folks are helpful, but it always takes away from teaching [#1197615]

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

Especially as we go towards 25x25, this is extremely important [#1172739]

Technology around campus is inconsistent and outdated. [#1172785]

Many computers in classrooms are older models and are slow. classroom should have best available and affordable technology [#1172795]

Most of the classrooms where I am assigned have just basic projector/computer. [#1172852]

I know this is not a campus-wide issue, but it is related to having wireless in the classrooms where I have to bring my laptop to hook to the projection system [#1173237]

My classrooms have the appropriate technology but meeting rooms frequently have none. [#1173276]

I'd give this item a 6 and a 9. The problem solvers are usually just as responsive as can be. However, the equipment doesn't work from time to time. I'd love to see it checked out on a regular basis before classes are taught each day, rather than waiting for a crisis and lost instructional time. [#1173540]

Although I only use technology at limited times in the classroom, when I do, I want it to be available, readily and easily. [#1173710]

a lot of it has to do with lighting and sightlines and sound systems within the classrooms for ease of readability, sound quality, etc. [#1173965]

Every semester when I start teaching the equipment never operates correctly and it must be diagnosed by the CIS staff, which btw always does a great job. Then in the semester, usually after a refresh, a new set of problems develop. I use camtasia and a wireless mike and draw on the symposium board a lot too. I decided to live cast my lectures through youtube but the chrome chat plugin was not installed and of course I cannot install it. I submitted a ticket and I am waiting for it to be installed and I assume when I try to live cast there will be some problem that will crash the machine. My point is that on any given day there is maybe a 20% chance that something will not work. I now go down to the lecture room 30 min before class and make sure that everything appears to work. [#1174152]

Inevitably there are issues with projector lightbulbs during seminar (PETR) or in class (Various). Also, there are frequently issues with volume or other parameters I want to be able to set but the equipment is locked in the classroom so I have to call IT to do it. Frequently I do not know about the issue before trying to use the technology in class, etc. [#1174213]

Audiovisual technology needs to be maintained at "state-of-the-art" in ALL classrooms and conference rooms on campus. Currently, this is not the case. [#1174282]

a computer and projector in every conference room and classroom (with uniform passwords) would be a terrific start. [#1174286]

Regular TTVN problems, a screen fell off the wall this week in a classroom.... Local help would take care of this and related asap. [#1174688]

Some technology is out dated [#1174860]

What rooms have varies widely. Smart boards are next to impossible for me to use. [#1174950]

it will be important to have easy access to meeting rooms that allow long-distance communications via e.g. SKYPE or similar to promote collaborations or long-distance education. [#1175145]

This is one thing we are working on in our department and we have just recently hired a tech person to take care of the sport management division. This is one area I need a lot of work in and am looking forward to upgrading my tech capability in the classroom so I go from a notech person to a techno person. [#1175454]

Having the ability to share a presentation live with students on their tablets or smart phones. [#1176169]

When I taught my technology-enhanced course, my classroom no longer had functional equipment midway through the semester. I had to seek another room because the repair required many weeks. It is essential that instructors have classrooms fully equipped and functional. [#1176590]

Retrofitted older classrooms do not always allow for the most effective use of technology. If the classroom has just one projector, there is only so much that can be shown on it at one time. The rest ends up being written on white board (or worse, blackboard and chalk). So much for technology [#1177466]

Often a problem with basic things. [#1177997]

Very important at a univ. such as this. We should have projectors, screens, OH readers, and computers in every used classroom on campus, but we don't. Sometimes we have to call for them to be delivered and they may or may not show up or work well or easily. [#1178214]

The systems have gotten better each year - I would like more flexibility with some type of drop box that would be easy for me to access my presentations more easily so I wouldn't feel the need to keep a flashdrive with me at all times. [#1179421]

I am in LAAH, which is brand new, with good technology. So I now have no complaints. But Blocker was not so good and other campus buildings are sometimes lacking. [#1197199]

We are way below typical university / corporate standards on this technology. [#1197200]

The classroom has basic equipment of powerpoint presentations, but not more than that so that one can interface with www when desired. [#1197201]

This is paramount and yet it seems that TAMU is still trying to find what is ideal for the educational community. [#1197202]

I would like to have the use of SmartBoards in the classrooms where I teach (JEB). [#1197257]

I really don't know where to put this; The quality of assistance varies tremendously. I have had terrible service at times (e.g., working with eduroam) and ok service other times (in my home college). Overall, service that requires face to face (or person to unit) interactions can be unbelievably slow and it has

costs me work time that I found unacceptable. I never, never had this kind of lag time or inconsistent service at my previous university (another Research 1 institution). I find it comical that this university prides itself as an "engineering" powerhouse full of know-how but provides technology service inferior to that I routinely received at a contemporary "urban" Research 1 institution elsewhere. [#1197295]

Strive to have technology in all classrooms and meeting rooms. [#1197310]

The SmartBoard application installed on the classroom systems in Fermier 110 and Thompson 112D do not perform the same way as it did on the systems the current ones replaced. Specifically, in Microsoft Word and Powerpoint, once in write mode in Smartboard, I cannot do advance a screen in part or in whole without closing the Ink Layer. Closing the Ink Layer takes me out of Smartboard write mode and erases all the annotations made with the pen. This makes Smartboard almost useless to me.

[#1197321]

do not lose sight of the fact that the major problems with classrooms often involve inadequate or "stupid" board space, inability to project and have a blackboard at the same time. Many of our classrooms were designed by idiots. [#1197354]

Some rooms do not have consistent reliable technology usage. [#1197414]

Update classroom computers more frequently. [#1197452]

It is vital to my teaching style to have a computer and project in my classroom. [#1197459]

Increase reliability of classroom media technology. [#1197507]

i'm mostly happy with my classrooms but want more smartboards [#1197530]

Forum type for each class may be helpful (if the professor and students like). We use Google Group often for some discussion and upload classroom materials. [#1197567]

Getting better, still places without all the bells and whistles that I use (such as document cameras that actually work) [#1197615]

Get upgraded computers and projectors [#1200780]

I need easy access to programs like matlab. Currently, the only way to do this is to put a flash drive in and go to an appropriate place on the drive. It would be much better if I could use NX! or something similar to go to the computer in my office -- where all files would be available and I could get things running easily. This used to be possible, but it's seems to be no longer the case. [#1200804]

Technology support staff who are consistently courteous and thoughtful.

My problems are largely with Bush School services where requests to support software in particular are sometimes treated as a burden. [#1172709]

Our head guy is rude and curmudgeonly, and refuses to work on macs. [#1173060]

I've only had one unpleasant experience when I was trying to help solve a student issue related to using e-Learning from my course and was told I couldn't butt in... I understand the student worker was following policy, but he appeared to disregard my request for additional assistance when he determined it wasn't his job. [#1173237]

They have not been courteous in the past. The connected classroom policy that seems to be gone now where I had to reserve the projector permanetely mounted to the ceiling for my class was stupid. Showing up on the first day to find the keyboard locked in a cabinet was bad. Getting someone to unlock it took time. I'm glad to see common sense prevailed after several years of complaints. [#1173344]

nice guys but their emphasis is compliance, security, and who knows what. Mine is research, teaching and service. [#1174286]

We have great people over here in sport management. Stu and his bunch are great to work with. [#1175454]

Yes, but often not very competent [#1177727]

All have been courteous but not always thoughtful. Get answers without hearing the whole problem. Basically, rarely go to College's tech help except for simple common things. [#1178587]

Local IT folks are very good, those on campus wide basis are hard to deal with and many need improved people skills. [#1197200]

Improving. Better than two years ago, when it was atrocious. [#1197295]

Mostly these are very competent staff, yet all still need to work on communicating effectively and courteously, even if their audience is not always equally courteous. Problems with technology that does not function properly is extremely frustrating when one has to perform a task on a deadline or deliver a course via technology. Therefore, more, and on-going training for all seems called for, especially in the best ways to communicate with frustrated users of technology. Perhaps more frequent and ongoing classes should also be offered to users. [#1197710]

need to hire based on personality as well as skill [#1200780]

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

When I have had to work with tech support they have always been knowledge and generally capable of solving problems. [#1172709]

To me, as a person who uses technology very often but not at a highly expert level, the single most important thing is personal help when that's needed. I am in a department that has its own dedicated technical support staff, and I cannot state strongly enough what a wonderful thing that is. I worry about the moves being made to further centralize technical support. While I do understand that centralization is administratively efficient, it will be a major loss to the way my day-to-day work is facilitated if I no longer have access to an individual who knows me, my level of understanding, and my likely needs. [#1172716]

So important! I'm an expert in combustion, not technology services - I'm an eager adopter - but I need to learn [#1172739]

Again, if support staff cannot help me, they're not providing "support." [#1173710]

I find staff helpful. More staff would help. Sometimes turnaround time is longer than hoped for. [#1173965]

By far in the majority of the times our staff is able to figure out my problems. [#1175454]

very rare commodity, no wonder we cannot keep them due to low pay compared to industry. [#1197200]

Is there training for IT staff at departmental level in basic computer functions and IT services who can inform and help faculty implement efficient and effective problem solving. I suggest that this is what is required. [#1197201]

Variable, depending on where I am on campus. Must prepare technicians for problem-solving with faculty and frankly, provide routine and on-site evaluations. If supervisors don't take it seriously, the techs won't either. [#1197295]

The IT support staff at TAMU are great! [#1197310]

See my Smartboard comment. [#1197321]

I'm so disillusioned about helpful staff who don't charge \$100 per question, that I have never formulated any expectations! [#1197354]

Uneven, some excellent and others are not so much. [#1197430]

Senior staff are knowledgeable. The student staff seem to care less. [#1197463]

Have tried unsuccessfully three times to obtain appropriate authorization for COMPASS0 [#1197507]

They have been uniformly nice, thoughtful, and try very hard. [#1197615]

See previous comments, which anticipate and answer this item, as well. [#1197710]

Hire better [#1200780]

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

If it is a software update, I can expect a long wait from our tech support. I have moved to work my off my own laptop so I can provide my own support. Tech support became something to avoid rather than rely on. [#1172709]

We have an online request for support process that is a bit annoying. I understand that it helps the technology folks keep records, but I'd prefer to walk over and ask for help, not have to log into my account and type up something every time. In addition, sometimes my computer is malfunctioning so that I can't log on and other times I don't know what to write anyway. Why can't I simply find the guy I know by name and ask him to come take a look? If he needs me to sign a piece of paper so his boss can have a receipt I'm happy to do that. Then he can log a report himself with an accurate description of what the real problem was; instead of what I wrote in my ignorant plea for help. [#1172732]

Often it is difficult to even know who to talk to. [#1172739]

There should be a website that allows one to check the status of various servers and services. [#1172785]

Most of the time I get great response. But sometimes, it is too late--usually this is with student issues and is because they have procrastinated before contacting me, however. [#1172852]

Working in the library, there are times when we rely on CIS to for assistance in resolving issues that affect access to the libraries resources. My perception is that there is a lot of room for improvement in the responsiveness to these requests for assistance. [#1172893]

At the Department level, the service can't be beat!! We have amazing service. I think that the instructional technology people may be stretched too thin, however (University level.) [#1173540]

This can be so frustrating. Research/classroom activities often are time-dictated, so having downtime in service can jeopardize important functions. [#1173710]

It takes a long time to hear back from you occasionally when things are wrong. [#1174860]

See above. [#1174950]

Understanding network space on campus. [#1176169]

Occasionally I need help on 24/7 in my office (weekends, late at night) but offices are closed...I don't know how that can be solved either since it is not cost-effective to have someone on call 24/7. [#1178214]

A&M tech help via phone has been very good, but takes a while to get through to them. College's tech help is friendly but not always timely, depending on overload, weekends and vacations. [#1178587]

Seldom occurs if not local person. [#1197200]

This is handled at the departmental level, so a well trained person is needed to solve problems. [#1197201]

See my Smartboard comment. This problem has been mentioned to support staff on several occasions since the beginning of the Spring semester. [#1197321]

Tech support seems understaffed most of the time. (vet school) [#1197326]

The whole bureaucracy seems very unyielding when it comes to rank-and-file suggestions and requests for site licenses for new software. There is an impression that everyone is "sitting around" as opposed to trying to anticipate software needs in the community, and then aggressively negotiating for the community. [#1197354]

Our departmental IT people are great but severely overworked. [#1197452]

Folks come quickly (kudos to them); but it takes time to get technology working, which takes away from effective use of class time [#1197615]

Questions related to my Mac computer are sometimes handled in an uninformed or slow manner. [#1197966]

Hire better [#1200780]

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

Sometimes emails are a lot of text and when I'm busy, I just skim them. I would prefer bulleted information with the most important information--or those parts in bold. [#1172852]

Instructions are often hard to follow. [#1173276]

This survey is a great example of a not "easy to understand" form. [#1174860]

We used to have a computer person in the department. I regret that we don't any more. [#1174950]

Yes, it is very important. [#1175145]

I generally work through my departmental IT group for campus-wide IT issues. They "translate" for me very well. [#1177037]

use words and give examples so that non techies can follow and understand the information [#1179364]

The Tech emails and glossies sent are trivial fluff. [#1197277]

Generally acceptable. No suggestions. [#1197332]

There is a worry that "timely communications" would just be "blah blah boilerplate" and not really responsive to what the community wants. [#1197354]

please stop sending the paper IT bulletin [#1197530]

Knowing about changes BEFORE they are implemented. [#1197578]

highly needed, but many times communication is indecipherable for mere non-tekkie mortals like me [#1197615]

I not sure this is the right place for my comments, but I'll give them anyway. First of all, eLearning is hard to use. Putting things on is difficult. Uploading grades has a really hard to navigate section. It's mid semester and I still haven't tried to upload grades. I just don't have the time. The next version of "eLearning", which is supposed to come on line in 2014 sounds even more complicated. My recollection is that faculty will have to take a ten hour on-line tutorial to learn the system. Honestly, who has that kind of time to put in? [#1200804]

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

The training I have participated in is excellent, but sometimes classes are offered when I can't attend. Or (as in the latest IDEA training), I received notification the week the training was offered and I had already scheduled other meetings, so I could only attend part. [#1172852]

The timing of the training is often amazingly unrealistic. I've been asked to take off a week of work to participate in training for particular applications. Please look to see when faculty are already working and note that Technology staff may have to work non-traditional hours to meet the demands of faculty teaching schedules. We can't control those. [#1173540]

I like some help forming a user group for technology [#1173965]

this is OK [#1174286]

I have a real difficulty being able to access the training sessions. Once the whistle blows with classes my nose is to the grindstone and stays there all semester. I meet myself coming and going. I would be more than willing to come back to school a week early to absorb training in a much more relaxed atmosphere. [#1175454]

Provide and publicize free online training [#1175578]

Information to be packaged for ease of use at point of need or in a modular way to save my time when I most need it [#1176319]

There should be training available if we ask for it, or training by the students who drop off equipment to classrooms. Other than that, I think it is our own responsibility to learn how to operate programs. [#1178214]

prefer online (on my own time and pace) as long as can understand the information (non techy) [#1179364]

Self-help information needs to be written in everyday language, not in computer jargon. How to's would be great, especially for things like Argos, AggieBuy, etc. The "training" sessions are conducted too quickly to retain much information. [#1197197]

IT is a service. I do research, teaching and service within my area of expertise. Should I expect IT to handle implementation of such services at the departmental/college level. I think so! [#1197201]

Unimportant. [#1197243]

Hard to keep up with my everyday jobs, tasks, students and all of my passwords. What are you asking here? should I privatize my computers? [#1197295]

Make access to eCampus more available and the training easier to access. [#1197332]

I think that IT should provide training as part of the new faculty orientation. [#1197347]

More updated info available over the website can be very helpful. [#1197567]

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 could change or improve just one thing about the university's technology services, what would it be? (Open-ended Question) Self-reported faculty, students, staff, not declared only.

Better mobile apps / sites with increased functionality [#1172674]

hassles connecting mobile personal devices to university internet; multiple login accounts for one university IT structure, although this has gotten better [#1172675]

There should be an office that I can contact about the pros and cons of various technology products (hardware and software). Currently, it seems I have to do my own personal research... which I cannot really afford. There ought to be some real experts available to consult with. [#1172684]

I frequently feel that the help docs concerning eLearning probably contain the answer to my questions, but I can't seem to find the right nomenclature/search terms to find the relevant docs. Not sure of a solution. Just pointing it out. [#1172698]

Give the users more access to their machines so that they can maintain software updates rather than waiting for tech support to get around to it. [#1172709]

I feel like I have to dig to find answers. I don't always want or need to call a helpline, but I generally have to search the website for a good amount of time to find answers to my questions. [#1172711]

Improved wireless access [#1172712]

I would first preserve, then enhance, the "personal touch." Availability of consultants who are closely familiar with the operations and needs of individual academic units and their faculty is very important. [#1172716]

Provide a campus technology orientation for newcomers. This could also be a refresher for current faculty. If there is one already, then disregard and I'll try to figure how I missed it. [#1172732]

More workshops in individual colleges or departments tailored to specific teaching needs. [#1172744]

Ensure that all Colleges & Departments are operating in a standard technology environment (with exceptions given to research requirements). [#1172746]

The elearning web site is extremely difficult to use. [#1172747]

somehow certifying faculty to prove they know something more than the basics about hardware, software, and security (or providing training for them to do so) so that they can have expanded rights for their computers but it is still safe for the Texas A&M networks. [#1172781]

WebEx instead of Centara and Leapfile instead of Filex. [#1172785]

IT controls and services should be uniform throughout the University. [#1172795]

Replace eLearning with modern software that is less clunky and faster (both for students and faculty). Make iUniversity course development easier -- i.e., something that faculty can do themselves without constraints imposed by technology services. Make the university site easier to search -- often when looking for a department or office using the search window, the appropriate site doesn't appear in the

search results (it is typically easier to find things on campus using Google instead of the search box on the www.tamu.edu site). [#1172815]

A more consistent and browser-agnostic interface for the various school services (SSO, Howdy, eLearning, Compass, etc.). Right now, some of them work better using particular browsers (IE) than others (Firefox/Chrome). [#1172834]

More opportunities for trainings. The staff at the University level are excellent. [#1172852]

I think the responsiveness to calls from other departments would be the improvement I'd like to see. Thanks. [#1172893]

Reliability of wireless Internet [#1172954]

I would improve the ability to obtain "help" for technological problems, immediately once they happen. [#1172956]

Better coordination between university and college level services. [#1172966]

So much is wrong I don't know where to start. How about easy, transparent guest wireless access. Most places let guests login with an email and password, instead of the convoluted and time-consuming procedure used here. [#1173060]

I find that there is no notice when major issues like with neo e-mail occur. I go looking for the notices on the Help Desk Central, can't find any, call, and get told there is an issue. [#1173237]

Having enough equipment for the number of engineering students we are going to be teaching. [#1173276]

Wireless authentication should work properly. I hate struggling with it each time I get a new computer. [#1173344]

It would sometimes be helpful to have that one on one help on something that is new to us. It is also difficult to come to campus from the vet school to attend classes. New technology is hard to know and keep up with. Often the students know of new ways to do things and how to do them before we do. It is often difficult to get away from our other duties to take advantage of classes or help available.

[#1173425]

Individual in charge of selecting software and packages (i.e., Concur, Howdy, eLearning) etc. should be aware of problems at the level of the users. Just because their tech savvy is very high, does not mean the users are as adept. [#1173488]

The College of Liberal Arts IT group has made decisions about configuring office computers across the college without consulting the users. [#1173502]

I would halt the move to make technology services more central and instead work to have more satellite stations for instructional technology. I would keep all Department level technology people at the Department level in Departments with complex technology needs (i.e. multiple computer labs, media research, etc.) [#1173540]

Better in-class presentation technology (projectors, touch-screens, lighting) [#1173613]

I've felt really lucky to have the level of technology and support for it that we have. Previous concerns of mine have already improved (access to classroom tech equipment has improved a great deal in the last two-four years, for example). I had some trouble with wireless in the past but I haven't checked that lately, it might have improved. [#1173622]

There needs to be some way to reset a SSO password after hours. I was extremely frustrated earlier this semester when I had to approve a grant through Maestro and my account got locked up and I could not reset my password until the next morning. There is real money at stake here (and time and energy wasted). You must make a change to allow CIS or HR to reset a password after normal business hours. Faculty depend on this! [#1173653]

I would make access to the Internet the same across campus instead of having different domains in different buildings. I should be able to access the Internet wherever I am on campus. I would also make linking student and faculty email easier. I would like to be able to have a secure lab calendar on outlook but it is impossible because my students are not on the same domain as I am (e.g. Nero, libarts, etc.). [#1173668]

Explanations on how to access the University's ebrary service should be clearer on the web. [#1173695]

Improved wireless access across the entire campus. [#1173710]

Software that worked well on all devices that are web-capable regardless of hard- or software. For example, this form does not have a carriage return built in the right place and therefore hides the left side of the answer box on my browser window. [#1173816]

A more centralized f2f tech desk in the library, where I frequent. [#1173965]

Support for classroom technology. [#1174073]

Adopt Google Apps for Education and maintain your amazingly fantastic phone and tech support. I have never ask Stan a question that he could not answer or a problem he could not help me with. Cobb [#1174152]

Access to effective software systems that support collaboration and sharing of files with people on campus and off campus. The TAMU-Wiki didn't work. Centra is not nearly as good as other available systems. We need a Sharepoint type system available too. [#1174217]

Computer security is extremely important, and the requirement to routinely change (and record) passwords needs to be addressed. Because of the huge numbers of new passwords that are generated on a regular basis, many employees must maintain a list of their passwords in the office or on iphones or ipads that are not secure. Actually, one or two "strong" passwords committed to memory may be more secure than newly generated passwords that have to be recorded. Computer Support at TAMU should change, improve and simplify password security for faculty and staff. [#1174282]

bandwidth [#1174286]

Greater reliability in wireless and ethernet connections [#1174416]

I really don't have any problems with the University's technology services. [#1174449]

Maintain high reliability and provide user like us freedom to experiment new ideas, rather than curtaining in the name of security. If needed it may be good to have a outside TAMU network that allows for experimentation through VPN or other tunneling software and not to curtail the innovation and experimentation [#1174535]

Maybe more training classes offered a different times. Many of us are pretty busy and do not have much free time for training [#1174636]

Allow departments to budget as needed local IT help. [#1174688]

easier handling of securities [#1174710]

Have a computer person in each department. [#1174950]

more available training to fully use the elearning environment [#1175019]

Need faster connections during peak hours. [#1175053]

Internet and wireless accessibilities are in all over the campus. [#1175145]

My experiences have always been very positive which I greatly appreciate. [#1175169]

The mobile laptop carts don't connect to Internet all the time. [#1175203]

Have IT people who admit when they don't know something instead of acting omniscient. [#1175435]

Give us more training either at the beginning of the semester or at the end after classes are over. [#1175454]

My ability to make use of it more effectively. [#1175513]

Better access to all functions of Howdy and library materials when traveling [#1175535]

Get rid of the "brand" and let us develop our own creative websites [#1175578]

PROBABLY HAVE MORE STAFF SO THAT THERE IS LESS OF A WAITESPECIALLY DURING TIMES RIGHT BEFORE THE END OF A SEMESTER [#1175684]

Hardware has improved a lot over the past few years, software continues to change so quickly that we need more service technicians with better training to keep up with things. [#1175691]

please send technicians who actually know the program I am having difficulty with. [#1176157]

Better 3rd party service support. [#1176169]

Class room technology should work the same in all rooms, which it certainly doesn't. [#1176205]

Better classroom technology support. [#1176229]

better support for customization to address local needs and more consistency. when I go out to present it seems like every building's classroom setup and tech support structure is different. [#1176319]

There is too much bureaucracy in obtaining various software. Additionally, working with systems that are serviced by consultants, such as ecampus has proven to be virtually impossible, with the staff in charge of that department refusing to work with professors at TAMU. [#1176324]

Individualized help in setting up handheld devices - i.e. wireless connection on campus [#1176325]

when i have guests, they. A cannot easily access wireless. Too much red tape to do that at the moment. Should be easier to get a password etc. [#1176476]

I believe the university's technology services are excellent! I would recommend that on weekends there be someone available to aide instructors with online glitches since the help desk cannot normally deal with elearning/Vista questions and challenges. [#1176590]

Faster response to technology issues [#1176605]

Convene a focus group of Astra users..and then listen to them. The program is a disgrace...it show utter contempt for the people who have to use it. [#1176856]

I would like the university to improve access to wireless internet in the large lecture halls. Having the computers for the classroom on an ethernet connection is helpful and necessary but I feel like I'm hindered if I bring in a wireless device such as an ipad to present a prezi. Otherwise, A&M seemingly does well with their technology services (far better than every other university I have attended or was employed at). [#1176860]

Individualized apps for various departments. I know there are some, but there needs to be more. [#1177002]

I really don't like matrix.tamu. I am using Youtube for my class videos. [#1177006]

I think the single-sign-in (or lack thereof) is the biggest hassle. [#1177037]

one e-mail account for all of campus - eliminate department-specific or college -specific accounts [#1177081]

I would like to see more on-line tutorial type information on the different technology options available to teaching faculty. I can rarely attend the various training sessions or mini-courses because of my teaching schedule. There should also be simple instructions for utilizing the technologies in each classroom available online. Each semester I teach in a different classroom, and the set-ups are different each time. It would be nice to be able to review (visually) what is available and to learn exactly how to access each feature in that particular classroom prior to the first day of class. This could be done with short videos, for example. [#1177110]

Improved classroom technology (reliability and availability of latest modalities) [#1177285]

I think y'all are doing a great job, really. [#1177466]

Merge SSO and net ID [#1177727]

Nothing [#1177772]

I am generally happy with the way things are. There are always possibilities for improvement such as CIS website that is more effective and functional and can provide precise help when needed. It would also be good if we could have improved cloud based storage that we can store all our work files and make them accessible anywhere. I presently pay for a subscription for Carbonite. The University needs to provide the service not the faculty member from his personal funds. [#1177780]

Having university- or college-wide licenses so that software can be used to at cheaper cost. Every other R1 that I know offers such services. [#1177997]

Again: We should have projectors, screens, OH readers, and computers in every used classroom on campus, but we don't. Sometimes we have to call for them to be delivered and they may or may not show up or work well or easily. [#1178214]

Get a consistent, simple and intuitive classroom support system that will work for MACs too. [#1178587]

Have all of the equipment in all of the classrooms working flawlessly all of the time!!!!!! Have the smart symposium save our settings (pen colors, pen size, zoom size) from one classroom to another and from one class to another [#1179364]

Too many different systems with too many passwords... I do not have a solution, but wish one could be found! [#1179421]

Better e-mail format than Outlook Exchange [#1182957]

I would have Instructional Media Services actually ask us what we want in the classrooms instead of installing what someone thinks we want/need. Half the stuff in Heldenfels I don't use. Also more reliable distribution of batteries for pens and wireless microphones would be great. [#1197197]

In an ideal world, some techie would appear in my office whenever I needed help. But I am satisfied for the most part already. [#1197199]

Decentralize, the more centralized the less responsive they become. [#1197200]

The university should assure that IT personnel interfacing with the faculty in each department be well trained and proficient in their knowledge of computers, computer software and methods of choice for sharing data with colleagues at a distance. [#1197201]

Have a consistent interface across the different portals. It is difficult to understand the different interfaces across colleges and university services. [#1197202]

Our overall tech services are uninformed and disorganized. Central IT services are a failure, tech support in classrooms considered it "not their problem" to answer questions in the building I work in. Meanwhile the local IT attempt to be more helpful, but are powerless to work on many central aspects. [#1197243]

That it not be so physically obtrusive at the front of classrooms. It detracts from the classroom space. [#1197253]

Provide more options than Blackboard for purposes of course content management. I have not had positive experience with BB (my students hate it), and I will not likely continue to use it (especially with the new version requiring extensive training). [#1197257]

work to improve the technology services in the classroom. [#1197267]

Improved tech support and communication. [#1197271]

It's not always clear who I should be talking to about technology issues. [#1197276]

CAS logout doesn't logout all the sessions... [#1197277]

Wish I just had one password for everything. I can't keep up with all of my passwords. Seriously. [#1197295]

Enhance technology in classrooms and meeting rooms. [#1197310]

better virtual meeting capabilities [#1197319]

Improve access to training for and entry into eCampus. [#1197332]

I would like someone to come to my assigned classroom and walk me through the technology capabilities of that room. I know I am only scratching the surface with what I use. [#1197347]

Get rid of everyone currently involved, import an entire new team from MIT or a UC campus or someplace that is "with it" [#1197354]

Change management to allow new ideas from someone who is not invested in the current culture and system. [#1197360]

As a new faculty in the Fall of 2012, it was very confusing on the various email addresses being used or assigned. I am not sure if this is the correct forum to express this, but seems like an area to address. [#1197379]

Consistent functioning off technology equipment in the classrooms. [#1197414]

Provide fast internet access for faculty and students working at home. Perhaps TAMU should team up with the community to make wi-fi available throughout the twin cities as some more progressive communities have done. [#1197422]

More site licensing for software and a less costly mechanism for obtaining auxiliary devices for personal use when 'personal' is stretching it -- I am working for the University pretty much 14/6! [#1197430]

Make it easier to create a personal scholarly web page/site. [#1197437]

Reliability is of paramount importance. Wireless network had issues, but this seems to have been resolved. I vote for a local VMware server bank where researchers can run machines. Or, perhaps, a site license for VMware. [#1197438]

More frequent computer updates (hardware). [#1197452]

Nothing really. My department provides very good support. [#1197459]

fewer required password changes, especially if no failed log-in attempts have occurred [#1197465]

electronic signatures [#1197506]

Simplify process for course scheduling each semester. [#1197507]

Not sure if this falls under the purview of this survey, but the most annoying thing for me is how SLOWWWWWWWWWWW Howdy responds. If a real company provided this kind of snail-paced service to its customers, or even employees, I do not think it would be tolerated. Of all of the online sites and services that I access, I spend way too much time waiting for Howdy to respond. Seems our campus computers and/or software are way too clunky. [#1197517]

Campus IT services are in fact doing a good job. Our college's IT service is terrible. [#1197567]

Technology services on campus, on the whole, are outstanding! Some things are frustrating, however, regarding sending multiple messages to multiple addressees (wasn't aware of the limit until I tried to send out a survey invitation and it wouldn't go through SMTP). [#1197578]

Consistent high-quality web presence and mobile access -- start here. [#1197593]

Having better 'translators' to help us non-tekkie types so they can figure what we are asking form in tekkie talk. [#1197615]

Services seem excellent to me, a new faculty member, and personal help has been competent and courteous. [#1197625]

Easy access to server-stored files from off campus. 4G access on devices or a free hot spot provided to enable working anywhere. [#1197657]

Campus main page should have a link that shows location, time, title and abstract for all research seminars on campus for the next week or month. [#1197700]

Train all IT staff to communicate more clearly and knowledgeably with constituents, while at the same time offering a more varied and frequent schedule of training for all users. [#1197710]

Better wireless service in the basement of the Glasscock Building. [#1197712]

All ok for me. [#1197717]

Better college & departmental support for Mac computers. [#1197966]

More wifi [#1200780]

Make going from office to classroom to laptop easy to do. [#1200804]

The TAMU app on my iphone doesn't have as much information concerning current schedules and things for athletics and campus activities. I would prefer that app to make more current info available. [#1201184]
