

A Higher Education TechQual+ Study

Faculty 2012 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 knowledgeable, and who can assist me in resolving 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.

"What university services should have the highest priority for enhancement for use on mobile devices? (Open-ended Question)"

"Thank you for taking the time to complete this survey. Please provide your name and email address to be eligible for the iPad 3 or Amazon gift cards. 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: Prizes may be subject to tax-withholding. (Open-ended Question)"

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.

This breakdown of total population (N), respondent (n), and completed surveys is based on the data that was entered for this survey by the Texas A & M University project coordinators. This analysis is accurate to the extent that: (1) the category and sub-category that were entered for each respondent is correct; and (2) the total population and sub-population (by category, by sub-category) information that was entered is correct. This data was provided by the project coordinators at Texas A & M University and *IS NOT* self-reported. Gaps in this data are due to incomplete or missing population, category, and sub-category data.

Total Population / Respondents

Population Size (N)	Respondents (n)	Respondents (n) %	# Complete	Response Rate
0	314	0%	245	78%

Category: University Role

	Pop (N)	Resp (n)	Resp (n) %	# Comp	Resp Rate
Faculty	0	278	0%	240	86%
Staff	0	4	0%	3	75%
Totals:	0	282	0%	243	86%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = $n/N \times 100$; # Comp = # Complete Surveys; Resp Rate = $\# \text{ Comp}/n \times 100$

Category: Gender

	Pop (N)	Resp (n)	Resp (n) %	# Comp	Resp Rate
Female	0	119	0%	102	86%
Male	0	159	0%	136	86%
Totals:	0	278	0%	238	86%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = $n/N \times 100$; # Comp = # Complete Surveys; Resp Rate = $\# \text{ Comp}/n \times 100$

Category: Age Group

	Pop (N)	Resp (n)	Resp (n) %	# Comp	Resp Rate
25-34	0	27	0%	20	74%
35-44	0	54	0%	50	93%
45-54	0	51	0%	42	82%
55 & ABOVE	0	96	0%	89	93%
Totals:	0	228	0%	201	88%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = $n/N \times 100$; # Comp = # Complete Surveys; Resp Rate = $\# \text{ Comp}/n \times 100$

Category: Birth Year

	Pop (N)	Resp (n)	Resp (n) %	# Comp	Resp Rate
1934	0	1	0%	1	100%

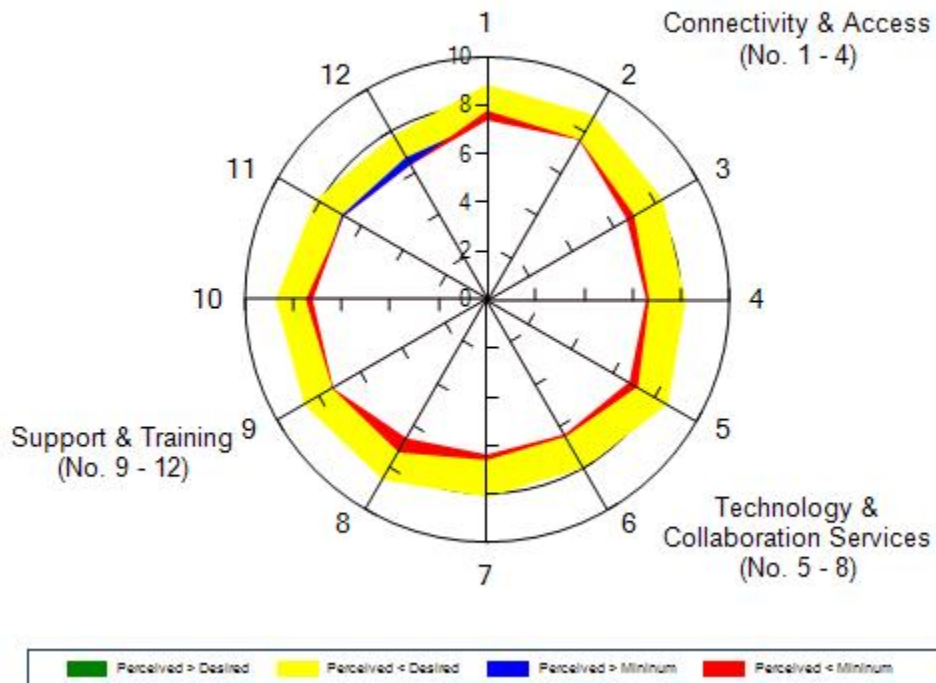
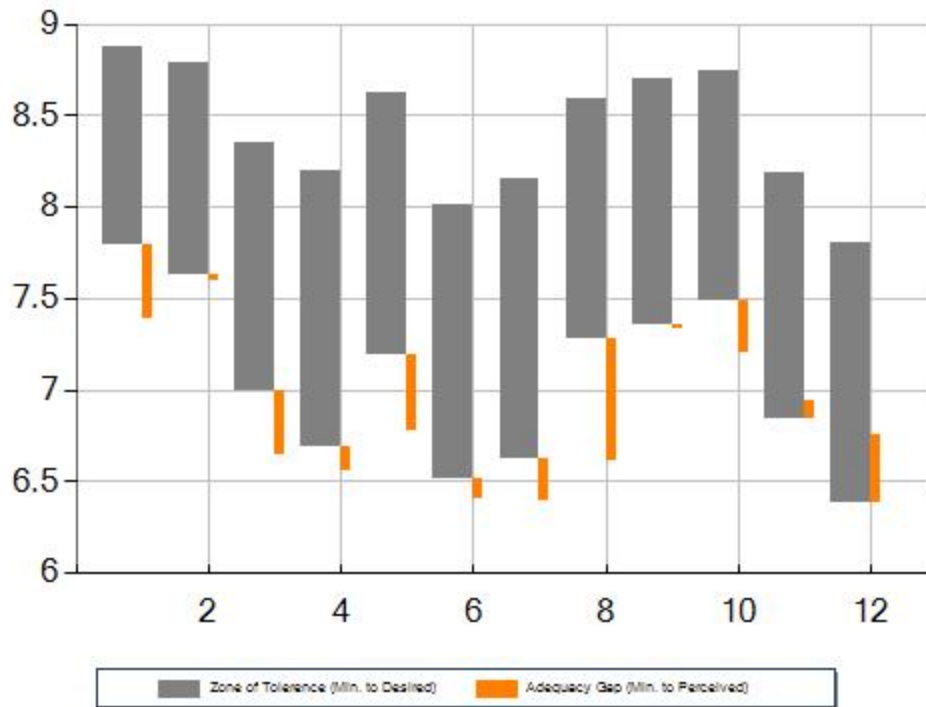
1936	0	1	0%	1	100%
1938	0	2	0%	2	100%
1939	0	2	0%	2	100%
1940	0	1	0%	1	100%
1941	0	4	0%	3	75%
1942	0	3	0%	3	100%
1943	0	1	0%	1	100%
1944	0	2	0%	2	100%
1945	0	3	0%	3	100%
1946	0	7	0%	5	71%
1947	0	4	0%	4	100%
1948	0	8	0%	7	88%
1949	0	5	0%	5	100%
1950	0	3	0%	2	67%
1951	0	7	0%	7	100%
1952	0	3	0%	3	100%
1953	0	10	0%	10	100%
1954	0	6	0%	6	100%
1955	0	9	0%	8	89%
1956	0	10	0%	9	90%
1957	0	4	0%	4	100%
1958	0	5	0%	3	60%
1959	0	5	0%	5	100%
1960	0	5	0%	4	80%
1961	0	3	0%	2	67%
1962	0	4	0%	3	75%
1963	0	4	0%	4	100%
1964	0	5	0%	4	80%
1965	0	5	0%	4	80%
1966	0	8	0%	7	88%
1967	0	7	0%	6	86%
1968	0	3	0%	3	100%
1969	0	6	0%	4	67%
1970	0	6	0%	6	100%
1971	0	6	0%	5	83%
1972	0	8	0%	8	100%
1973	0	2	0%	2	100%
1974	0	5	0%	5	100%
1975	0	4	0%	4	100%
1976	0	8	0%	7	88%
1977	0	6	0%	6	100%
1978	0	5	0%	5	100%
1979	0	6	0%	5	83%
1980	0	3	0%	3	100%

1981	0	4	0%	4	100%
1982	0	3	0%	2	67%
1983	0	4	0%	0	0%
1984	0	2	0%	1	50%
Totals:	0	228	0%	201	88%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = $n/N \times 100$; # Comp = # Complete Surveys; Resp Rate = $\# \text{ Comp}/n \times 100$

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	7.79	8.87	7.39	-0.41	-1.49	238
		Dev	1.19	0.40	1.28	1.56	1.27	
2	Having a campus Internet service that is fast and that provides speedy access to Web sites and rapid downloads.	Mean	7.63	8.79	7.60	-0.03	-1.19	236
		Dev	1.24	0.61	1.16	1.42	1.03	
3	Having wireless Internet coverage in all of the places that are important to me on campus.	Mean	7.00	8.35	6.65	-0.36	-1.71	217
		Dev	1.76	1.26	1.75	1.94	1.71	
4	Support for accessing the campus Internet service using my tablet or other mobile device.	Mean	6.69	8.20	6.56	-0.13	-1.65	201
		Dev	1.92	1.41	1.72	1.95	1.62	

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	7.19	8.62	6.78	-0.41	-1.84	226
		Dev	1.31	0.69	1.33	1.52	1.33	
6	Accessing important campus Web sites and online services from my tablet or other mobile device.	Mean	6.52	8.01	6.41	-0.11	-1.60	194
		Dev	1.82	1.39	1.64	1.84	1.54	
7	Having campus technology services available that improve and enhance my collaboration with others.	Mean	6.62	8.15	6.39	-0.23	-1.76	202
		Dev	1.68	1.10	1.64	1.70	1.58	
8	Having technology within classrooms or other meeting areas that enhances the presentation and sharing of information.	Mean	7.28	8.59	6.61	-0.67	-1.98	217
		Dev	1.56	0.89	1.56	1.81	1.54	

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 knowledgeable, and who can assist me in resolving problems with campus technology services.	Mean	7.36	8.70	7.33	-0.03	-1.37	224
		Dev	1.34	0.63	1.49	1.60	1.46	
10	Getting timely resolution to problems that I am experiencing with campus technology services.	Mean	7.49	8.74	7.20	-0.29	-1.54	222
		Dev	1.28	0.63	1.38	1.66	1.40	
11	Receiving timely communications regarding campus technology services, explained in a relevant and easy-to-understand form.	Mean	6.84	8.19	6.94	0.11	-1.24	226
		Dev	1.68	1.20	1.51	1.72	1.55	
12	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	6.38	7.80	6.75	0.37	-1.05	206
		Dev	1.81	1.54	1.59	1.53	1.33	

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.

Since almost all student services, including admission, registration, degree plan filing, financial services, class management, grading etc are all based on the internet there is no option but to provide a reliable consistent service if the University is to function. Moreover, the current generation of students are impatient with any technology failure; where they define 'failure' as not being operable and available immediately 24*7. [#905332]

Wireless sometimes fails in Milner. [#905352]

Some kind of alert method that will let your patrons and the IT folks know when service is experiencing problems. [#905441]

Internet is slow and unreliable in areas of the new AGLS building. [#905450]

It would be good to have consistent, reliable, high-performance wired networking across campus (e.g., Gb and 10 GB) rather than the complex patchwork that exists now. [#905543]

The log on time for computers across campus is often very slow. It makes it difficult to get logged in when I have to move between classrooms to teach. [#905776]

Construction has slowed things recently. This affects every aspect of our work. [#905882]

My impression is that web access and transfer rates are still not very reliable. Sometimes, there are several seconds, when nothing seems to move. [#906018]

Centralized servers which could be used to host websites for different groups/departments and are maintained by the university (not the websites, but the servers) would be great. If such a service exists, I have not been able to locate them. [#906224]

very important. Each student or faculty is expected to have a laptop and a mobile phone. Having connected is all the more important. [#906375]

I can't get a wireless connection at the vet school. [#906517]

Is a must [#906576]

Routine password authentication is bothersome [#906791]

It has gotten better, but reliability was an issue. Sometimes, my computer was not able to access it. There is also lack of coordination among campus network and departmental networks. I have two sets of computers ones on departmental network and others on campus network. They cannot communicate with each other. [#906991]

The campus internet network is very reliable in my opinion and meets my expectations [#907286]

Flakiness of the Wi-Fi for many days in a row was not "reliable" or "consistent" operation of the campus Internet. [#910823]

We need access in every classroom and office, as well as easy to use wifi, and we are not quite there yet! [#910824]

IMHO, pressing issues for our Internet services (in descending order of priority) 1. email system, quota is well too small for my teaching and research functions. 2. authentication systems: can we have just one authentication system? [#910844]

Essential [#910905]

I typically am unable to connect on my phone. It is very frustrating, so I just don't use it. It would be helpful when I am away from my desk to be able to access internet. [#910972]

I have not complaints about the on campus Internet service, however past academic year that has been a lot of problems with the TAMU Outlook Web App and elearning acces, and often I have been without email access for anywhere from a couple hours to almost a full day. This is especially problematic when trying work while traveling for my job, [#910975]

Often Safari, firefox, or Exploder do not connect to a server. I'm guessing that there is an overload of traffic. Please solve the traffic problem with more equipment. [#910988]

I experience intermittent disconnections from TAMUlink occasionally. It would be nice if TAMU link does not go down so frequently. [#910998]

multiple outages for various reasons. Outages occur during critical and high use times, such as registration [#911024]

Wifi everywhere [#911100]

Internet is OK but wireless is not consistent around campus and tends to be slow. [#911102]

The system is overtaxed with too many mobile devices. We need additional bandwidth to handle all the transactions. Internet is much slower, including my university email, at work compared to at my home office. [#932431]

All my courses are online and I use Internet during my class, so this is very important to me. [#932446]

Wifi is still spotty in my building [#932490]

Generally, internet service is reliable but not consistent across all building on campus. There tend to be "black-out spots" in some older buildings. New gadgets with internet connectivity (l-phones, Ipads, etc) have also overloaded the current systems. Improving long-term capacity is crucial. [#932553]

This is critical. To be quite honest, the internet connection is usually quite reliable. However, a large part of my internet connection is on my wireless phone and that REALLY stinks. The voice cuts out frequently and I can't get email. While the University might not see this as their problem, since they took the phone out of my office it is a BIG problem because my cell phone often has terrible connection. [#932585]

The internet is slow and continues to put e-mails from neo accounts in our junk mailbox. It is a pain to download from a remote site. [#932594]

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

see above comment [#905332]

I think the present problems are temporary, but there are problems at present that are associated with construction. [#905882]

As long as the size of backups is limited by the data transfer rates, I do not consider the system speedy. [#906018]

Yes.. higher the speed the better.. [#906375]

Sometimes our service is slow, especially for Howdy. [#906517]

The university should upgrade all ethernet connections so they are at maximal speeds. Capacity must be a problem because in the last month access times have greatly increased. [#907062]

With the enormous amount of malware out there, maybe campus should have a gateway level solution to help us identify potentially bad web sites (which more likely will contain malware) [#910844]

My perception is that the internet is not very fast or is variable sometimes fast and other times slow. Download times are acceptable but not fast. [#911102]

This is very much needed Improve speed to download information [#932404]

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

see above comment [#905332]

I would also like to be able to access campus internet in some of the places of business surrounding campus. It would be nice to get a cup of coffee or sandwich and be able to work. [#905385]

The campus does a pretty good job providing internet coverage. [#905441]

This is partly my fault for not following up, but I sometimes bring my personal computer to campus to use when I am around the building (since it is a laptop). I am proficient in technology, but I always have a hard time connecting to the wifi. I think it has something to do with my net id log in, but it should be easier than that. Also, when I have guests on campus there should be an easier way for them to get wireless. [#905747]

I have had problems with my students being able to go on line in campus classrooms - not acceptable. [#905825]

more important than the wired service in my view. [#906375]

Service in our building (HRBB) is absolutely atrocious. This has a highly detrimental effect on productivity. I have experienced a similar situations in other locations as well. Sometimes I am over in EduPsy, and I cannot get my machine connected, which makes it very difficult to work on proposals. The University pushes multidisciplinary work, but it is really hard to productively meet across disciplines when half of the faculty cannot access their information resources... [#906430]

Make sure wireless coverage of Rudder Complex is complete and not just upper Tower floors. [#906568]

Is a must [#906576]

Easier guest access for visitors. [#906764]

This has been a problem, I would like the internet coverage to be widespread across campus. [#906792]

Extremely important [#907067]

There remain many areas in my home college where wireless access is needed but not optimal [#907286]

I think that the HOWDY portal times out too quickly. I understand that there are security issues but the current settings don't work well for me. Is there enough capacity on elearning? I find that there is a noticeable waiting time to connect. [#907434]

Wireless coverage does seem to be a bit spotty on campus [#907770]

Add Linux support to connect to the wireless network. [#908275]

Wireless is more important to my work than just "campus Internet." Need to be able to access wifi in classrooms and meeting rooms. Otherwise, can impede work. [#908329]

The entire campus, indoors and out. [#910798]

It's a must today. I would even have an access point in the Parking Garages. And of course, the existing APs need to be reliable and allow the proper capacity of users, so that during the peak usage Wi-fi is still available. [#910823]

That goes without saying. It is essential nowadays to have wireless access, with just one authentication across different locations. [#910844]

"All" places include places on campus outside the buildings. This will enable faculty and students to go outside the buildings and work (and possibly be more creative). [#910865]

You should do this. Wireless is very bad right now. [#910931]

wireless is hit and miss across campus and even within buildings, including sporting facilities [#911024]

Install a mechanism to disable internet access during classes if the faculty member chooses to do so. [#914622]

There are places on campus where it is extremely difficult to connect to the campus wireless, for example Butler Hall room 309 (at least the last time I tried to connect there, which was last year). In BSBW, I often have to turn my airport off and on several times before the log in window shows up. [#932405]

Wireless seems to be touch and go sometimes on my MacBook. Improving this or helping people figure out how to better set things up so the internet works better would be nice. [#932406]

A few areas in campus (particularly the older buildings) have intermittent wireless coverage. I would like to see the entire campus wired. I have even had problems in my new building AGLS. [#932712]

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

this is not a big issue for me. But I know it will be more and more important. [#905331]

may be not an imperative for me, but it is for our students and junior faculty. [#905332]

The campus does a good job providing internet access using my tablet and mobile device. [#905441]

The ability to access the campus internet always lags far behind the availability of new devices. I constantly feel hampered in my ability to implement current devices/tablets into my teaching. From one semester to the next, I can never be sure what I used the previous semester will work. [#905932]

Need more this. [#906375]

Same situation as for wireless in general. It is a bit of an embarrassment when AT&T Wireless has to step in where the University fails... [#906430]

This is getting better. [#906517]

Is a must [#906576]

Native applications, not just a "mobile" web page. [#906915]

Very important [#907067]

My smartphone often gets disconnected from TAMUNET for no reason that I can figure out. [#907316]

Very important. Also, wireless access to printers. [#910798]

increasingly important. [#910844]

the current mobile sites often do not provide sufficient information to make them useful [#911024]

This gives mobility to discuss with my students anywhere on campus Make a robust reliable connection [#932404]

Having the setup for mobile device VPN into the A&M network available would be nice. [#932406]

I started to use more my tablet or smartphone on campus. [#932446]

As mentioned above. Getting access on my mobile device is fine. However, cellular service often stinks in many places on campus. While the University might not see this as it's problem, it significantly affects my ability to get work done. Especially in my office since they took my phone away to cut costs.

[#932585]

Have to get passwords in different areas. Why could one password not work everywhere? [#932594]

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

Howdy does not support the uploading of grades from e-learning for terms that do not coincide with the main semesters. This is annoying. Online posting of videod lectures should be even easier - one click! The number of clicks to get to a check stub feels like too many using sso.tamu.edu. Do I really have to scroll down and find the hyperlinked Payroll text? Email quotas of 250MB are too small on the MBS server. [#905266]

Part of the problem is that everything is going online, but no one is telling you where anything is. There are probably 20 different websites I need to use. It's taken about half a decade to find all of them. For new faculty, we don't do a good job telling them where everything is. I will say that this is a problem with most large companies and is not specific to TAMU. [#905312]

see above comment [#905332]

Campus computing websites are confusing as to where to find specific services [#905352]

This is a difficult service ideal to achieve. It's hard to design a one size fits all website because we all learn differently. [#905441]

These are not always visible/obvious. [#905483]

Some things are hard to find. For example, if I want to review a degree plan without having the email link to the site, it takes me several minutes to find it. Also, it is difficult to keep up with passwords that must be updated on differing schedules. Especially when the access forms look similar for different applications but use differing user/password databases. [#905805]

There are some strange glitches, such as sites that come up as options, but don't work. Students know about these, so I always ask them. I find it surprising they exist. [#905882]

Some are, some are not. Some units still use their own authentication with own passwords. Offering authentication centrally for every web page would be helpful. And we have already seen a lot of improvement on this route. [#906018]

Better differentiation of users with simple buttons: students, faculty/staff, interested potential students and parents, non-campus browsers. Current sites are almost uniformly too busy. Branding and news are fine but mostly get in the way of finding information at primary site levels, current thinking about this notwithstanding. [#906291]

I have currently six or so passwords for various services on Campus. And they seem to be proliferating; one that I had never heard before (tees.tamus through https://collaborate.tamu.edu) informed me that my password had expired. [#906430]

Some sites are confusing, for example, the library's web site. I've had to go to the library and get a person to show me how to find a book online. [#906517]

Web sites are not easy to navigate. [#906764]

It has gotten better. The most important information is what services/software/hardware/licenses are available for what purposes. Again, coordination between campus IT and departmental IT is definitely needed. [#906991]

Some of the new templates can wind up hiding information, and in some instances the information was lost in the migration. [#907062]

Campus web sites are often clumsy -- consider all the pdf sites that tell you that you cannot save info on the form. Being able to save and return to forms is a basic perk. [#907841]

navigating elearning is sometimes awkward. For example, it's not easy and intuitive to move items around in the grade book. [#908230]

Technology changes get imposed on the faculty and staff without their having been consulted. From my point of view, no one has ever asked (until now) what I wanted or needed in the way of technology. [#908287]

I see the following areas for improvement: 1. The websites for campus services are all compartmentalized, and are all different. The different IT websites have finally been pulled together (kudos!), - but even with that, it's hard to find the information. Specific example: try finding information about any campus internet outage if you don't know anything a priori. 2. The ergonomics of some websites can be greatly improved. 3. Finding the information about certain campus services is sometimes very hard. E.g. try finding information on HR resources: how to start depositing money in 457b retirement plan. Good luck! [#910823]

Many of the TAMU websites are hard to find or buried deep in the University website. They also tend to move around a lot. For example, it is always a challenge to find the most recent Academic Calendar, and the most recent version of the IRB (under VP for Research) is another one that is hard to find. [#910824]

Howdy is good; however eLearning has not been easy to use, and it has ended up taking much more time for me personally. In fact, I definitely will not use it again. [#910972]

yes [#910975]

It would be nice if we can send print jobs for posters to the Student Computing center without having to be there physically. [#910998]

Find most difficult. Search engines need great improvement. [#911053]

The campus web and online services have gotten more and more complicated, such that the things you need most are much harder to find than they used to be. The sites are fancy and pretty, but commonly used things are no longer directly accessible, but have been placed in submenus. [#911087]

It seems like there are several technology websites to go to for different things. Sometimes, I'm not sure which site to go to answer my particular question. I often have to hunt around before finding what I need. [#914612]

I use eLearning and Howdy quite often so it is very important. [#932446]

The ones I use are fine [#932612]

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

n/a [#905483]

See above. [#906517]

Is a must [#906576]

Native applications,not just a "mobile" web page. [#906915]

I think that maps and transportation needs more improvement all around-- this is a confusing campus! [#908329]

This area is really the key thing. More and more, the PDFs and other educational documents and videos will need to stream to mobile devices. Right now, the old technology that we have is impeding this effort. [#908462]

Key. [#910798]

This would be useful, because when I travel I often only take my tablet. [#910824]

Do it. [#910931]

I don't need special mobile versions of web sites. The regular version is fine. Many times special mobile versions are harder to use and may not allow zoom the display. [#911087]

Zimbra is functional, and typically very accessible, but a real exchange server would be nice... [#915412]

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

It is important that we can contact colleagues within campus, between colleges and Internationally. It is very disruptive when my mailbox is full and I have to spend hours moving files. It is even more disruptive when I have to change passwords, and the system takes several days to accept the new password. [#905882]

For this we would need public servers for SVN etc., where faculty members could initiate access for their collaborators. [#906018]

This is especially problematic if others are not the member of the university. It is also nice to have secure online storage space that can be shared with others. Or some evaluation of services available outside of the university would definitely help. [#906991]

this is mostly for using DE technology for teaching online and being able to record video and audio thus far SKYPE works for video but not collaborative audio recording and Centra is not so good with video for two way communication and recording [#907081]

Common video conferencing capabilities should be more readily available. [#907914]

To the best of my knowledge, we have no real collaboration suite or project management suite for controlling projects and improving collaboration. [#908462]

Centra is terrible. That just cannot be the best package available. Please find a better one. [#908531]

Hardware and software options are changing too fast for any organization to keep up. [#910775]

Important. [#910798]

I don't use collaboration software as of now. [#910931]

The email quote upgrade was a major step forward. Including a 'cloud-like' server for sharing and/or storing several GB of data (and even temporarily storing large data sets of 10s to 100s GB for people backing up local systems in labs, etc.) [#915412]

The campus needs a Sharepoint-like system that I can set up for small groups that may include collaborators outside TAMU. [#932490]

Improve server capacity Improve videoconferencing capabilities in all buildings. [#932553]

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

see first comment [#905332]

Some computers in Blocker labs are broken on any given day [#905352]

Classrooms need easier access to technology to bring in guest speakers virtually. Speakers blown in many classrooms make A/V presentations more difficult [#905385]

I realize that smart podiums take a lot of beating during the semester, but it's hard to use them when the pens are not calibrated. Having a capability to videotape the lectures and presentations (not just sound) would be nice [#905576]

Some classrooms have smartboard software, but no smartboard. [#905825]

Not all classrooms have the same level of access to technology. I would like to have more consistence, in room technology. Rather than needing equipment brought in and trouble getting differnt media to work in different rooms [#905932]

The symposiums I have used are incredibly slow. They also log out the instructor after a certain period, such that if I want to use them at the beginning of a class, but then switch to board, I cannot use them at the end, since logging in again takes minutes. [#906018]

TAMU is incredibly behind in classroom technology. The fragmentation of classroom "ownership" and reassignment of department classrooms to university causes serious technology problems, for example. Departments put resources into classrooms that is degraded by non-department users scheduled into those rooms. Some classrooms require advanced technology that cannot easily be ported to other rooms and scheduling becomes significantly affected. What is available from one classroom to the next varies tremendously, such as video capture of lecture/activities (this is coming and needed in ALL classrooms), server access to specific software, poor electrical connectivity for many students who work off tablets/notebooks/laptops (particularly in classes with longer timeframes than 50 minutes. [#906291]

This is very important to me. Including the wireless service in classrooms with the ability to connect 50 devices. [#906375]

This one is probably my fault. This year I am trying to set up a series of "virtual seminars" where world experts "call in" directly into my class and interact with the students. (I am trying to replicate my experience when in the Bay Area the students had a chance to interact face-to-face with superstars in academia and industry as part of their classroom experience.) This exercise turned out to be a bit more complicated than expected... [#906430]

When technology works in the classrooms it's great. But sometimes it is hard to get someone to help you if something is wrong. This is MUCH easier in places like Blocker or Harrington where the media center is located just down the hall. It's a real issue in CHEM 100 when there's an issue and you have to call and hope they answer the phone in Harrington. [#906489]

This needs to get much better. Specifically, it would be nice to have more ability to communicate and record and more access to software in classrooms. [#906517]

Classroom technology has been a consistent problem for me since I came to A&M, mainly because the technology in the room is inconsistent and has frequent problems. I have spent a good deal of class time over the years awaiting tech help in classes. [#906792]

We have a good start, but it needs to be taken to the next level to be commensurate with our peer group institutions. [#906915]

My classrooms do not have any technology except a projector. This seems better than rooms with advanced system because it fails too frequently (e.g. impossible to start a projector using a computer). [#906991]

Very important [#907067]

Making classrooms as consistent as possible with regard to the technology installed would be helpful so that we can walk into the room with confidence. [#907286]

Chalk and Blackboards are becoming hard to find, but are still the best tools for instant response and most reliable. If I use the podium in one of my class rooms the screen covers the blackboard which I also want to use. [#907476]

Classrooms across the campus vary in access and quality. My department teaches in many buildings so faculty must adapt to whatever is in older buildings. [#908230]

Important, of course, but even more important is technical support for this equipment. It fails often, and if one's class depends on it, that class becomes a write-off. [#908287]

talk with faculty before installing equipment better training on equipment [#908491]

It would be good if the classrooms had technology in them to have remote lecturers present a lecture via the internet. If that presently exists, I don't know about it. [#908531]

The equipment in the classrooms I use routinely have problems. This semester, for example, the stylus in the symposiums have seldom worked. [#910713]

There are still numerous smaller classrooms on this campus without permanent technology. All classrooms should be equipped with technology. [#910877]

I teach in many different rooms across campus. IT support varies-- in many cases I get NO help because I am in one dept and in a room "controlled" by another dept, so there is no motivation to help me. It is very annoying. All faculty should receive IT support no matter what room they teach in (often not their choice of a room). Also, the timing of wiping and reloading the software onto the Blocker-controlled classrooms is RIDICULOUSLY stupid. It occurs the day before classes begin, so often there are glitches, lost codecs, or other software incompatibilities. Why not make the changes/updates sooner, so faculty have a week or two to make sure their software, videos etc. run on the classroom workstations. Also, why can't the podiums be set up to use the "presentation" mode of powerpoint. Blocker staff explained to me that the way they are set up is that the "switch" between outputs is such that computer only "sees" one output, so it can't show the ppt on the class projector, and the presenter view on the podium monitor. This is so dumb; the technology is there, but the setup in the classroom is outdated. Fix it. [#910905]

The students working in the media centers are usually pretty good about resolving problems. The issue is that sometimes it is hard to find them. If you teach in Blocker or Harrington and have an issue getting help is easy. It seems very hard to get help when I'm in CHEM 100 though. [#910915]

Every time that I log into the computer system in the classroom I must re-calibrate the smart board screen and I see the same dialogue box to update software. Loading my profile and opening camtasia and powerpoint takes a good 5 minutes. This is ridiculousness. These should be fixed. [#910965]

This is great in the classrooms I teach in. [#910972]

The computers at the podiums in the classrooms are very very slow. Please upgrade those to make them faster. [#910998]

Some classrooms are behind in technology capability and some buildings lack the updated services required for use by multiple people or students at the same time. [#914641]

I teach in BSBE 115 and use the smart board as a black board. I would have slides prepared in powerpoint and try to use them in powerpoint, but the Smart Notebook program would open without warning and I would lose whatever I had written on the slides in powerpoint. The campus IT group tried to solve this problem, but couldn't. The only work around has been to convert my slides to Smart Notebook format before the lecture. It would be easier to not have to do this. [#932405]

Speakers are terrible and with no ability to directly change volume. [#932496]

We need to be able to present in material, conduct meetings, etc. in any classroom or meeting room. Internet access, projection, sound, etc. should be available and reliable. [#932517]

I use all of the technology in my classroom [#932612]

Better smart boards, (video cameras (i.e., for Skype), and additional hardware could improve a lot of facilities. [#932712]

Technology support staff who are consistently courteous and knowledgeable, and who can assist me in resolving problems with campus technology services.

It's gotten better. It used to be that you had to reserve the podium/projector in classrooms that you taught in. Failing to do so meant that the computer would be locked (like the keyboard/mouse inside a locked cabinet) when you wanted to lecture. It's hard for me to write how dumb of an idea that was. I would expect to just have access to the equipment in the room and not have to reserve the chairs students sit in or the whiteboard on the wall. Luckily this has gotten substantially better in the past few years. [#905312]

My interactions with tech support staff indicate that they are doing the best they can within the limits of their time and knowledge. [#905332]

Courteous but slow and inefficient. Apple users are seriously underserved [#905463]

Just as classroom technology is fragmented, access to tech support depends too much on time of day, department/college vs university support, lack of coherence and common expertise. University support can be very helpful for some situations, but for example, at night, when things go wrong technologically, there might be no assistance that can be quickly available. Departments and colleges must create their own parallel systems to maintain a reasonable service level. That is fine, but that support comes from department resources without university assistance. [#906291]

yes [#906375]

Sometimes help desk students responses are too technical to be understood, but generally try to be helpful. [#906568]

Everyone is friendly, some are more helpful than others. [#906915]

This is a part that has gotten worse. I think response time has increased over time. I also wish departmental IT support is absorbed into the campus-wide service. The departmental network is the most user-unfriendly one. [#906991]

Staff needs to be better trained specially with new software [#907067]

Have several training sessions available before classes start when technology is changed or modified in teaching rooms. [#907281]

Our tech head is a bit of a dictator. [#907389]

This has been inconsistent. [#910798]

When the issues have to cross the boundary between different services, it's a big problem. If you have a problem with the class roster, Helpdesk or Howdy team or ITS people passe it to, say Registrar's office, the registrar's office says "that's how we have things in our records", and nobody takes the charge to resolve the problem between the divisions. [#910823]

I know it is hard, they tend to be young and cocky and there is a lot of turnover. But they need to develop a spirit of service or get out of the business of customer service!!!! [#910824]

Most of the time they are courteous and helpful. But timeliness is a problem. If there is a problem and they take 30 mins to arrive, the majority of my class time is gone. This was a real problem when I taught in engineering building. The cpu was locked so I couldn't even re-start the computer when it froze/crashed. I had better luck in O&M 204. I was able to call and they could fix things remotely.. In Hlstory dept, I had no luck at all; they had a Smart board and b/c I wasn't in the Hlstory dept, I didn't have the access code/pw. The dept did nothing to help, but the Liberal Arts IT staff did finally help and give me the code so I could use the computer and screen. It tooks more than a week to get things set up. [#910905]

The technology support staff is amazing. Especially Josh! He has been patient and kind when dealing with me-I am a dinosaur when it comes to technology. [#910972]

mac users struggle to find expertise. [#910988]

Very mixed from an individuals that was absolutely no help but is the supposed expert on campus and the only help available to getting very excellent help. [#911053]

We often get students on evenings and weekend who may be have the knowledge, skill, or authority to answer or resolve the problem. [#914612]

It seems the certain colleges are more experienced in servicing certain types of problems and lack the expertise to service other problems. [#914641]

Student workers in technology centers on campus never have the solution to the problem and rarely resolve problems before the beginning of class. [#932496]

In general, people are always trying to help! it is just getting someone -- this is the fault of cut-backs perhaps? Hell, the boneheads will want to outsource this next... THAT WOULD BE A TERRIBLE MISTAKE!! [#932516]

Since most of us work at night and on weekends, support staff should be available (by phone at least) to help with university tech issues. [#932517]

Our department IT person is super! [#932594]

When I need assistance the staff has been wonderful! [#932712]

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

We do a good job, but some type of regular communication would be helpful. A recent technology problem has taken over 2 weeks to resolve. [#905441]

I have to go thru 3 people usually before they give me the one I want - repeating name uin department and problem 3X = annoying. [#905483]

I once had an issue where the computer continually told me that I had exceeded my space allotted--it took 4 correspondences from me, various tech people looking at it, and several weeks to clear it up. The main problem was the excess space warning popped up frequently, disrupting my use of the computer & projector during class. [#905776]

I generally find people very helpful, but it is not quick. [#905882]

My support as an administrator as well as instructor is time-sensitive and crucial to being able to do my job. I have no reliance on university services, only college and department. Whether that is a university concern is unclear. [#906291]

Having to wait for a next Friday update to OAL software when there is a problem with something needed for a class is too long. [#906568]

Is a must [#906576]

I have been impressed with the help centers for technology- the people are knowledgeable, professional and helpful. [#906792]

Is there 24x7x365 technical support? [#906915]

When I teach in the classroom, I want my Smart notebook settings to be saved between sessions!!!! I have to change the pen's widths and colors every time I log on. I have to orient the pen every time I log on. Please make it where it keeps our settings. This has been a long time on my wish list and I have communicated this with the tech support people. [#907274]

It takes a while to get someone from IT to fix a problem. [#907389]

These seem to happen on weekends and are rarely resolved 'on the spot'. [#907476]

I am often shuffled from one person to another when I have problem because often it seems no one knows who is able to fix a problem or where the problems exists. For instance, do I contact personnel or IT about a problem with my class information on Howdy? Also, when I have problems accessing information off campus, no one seems to know who can help or the people with the knowledge are very limited. [#907790]

Very important, as stated above. [#908287]

Inconsistent. Need more consistency across colleges in all services. [#910798]

Make sure that somebody takes the charge of the problem and follows it. Create a ticket system that I, as end user, can also see, and I can know if somebody is working on my problem or not, and if yes, -

who it is, and what the status is. Sometimes, I don't hear any response to the ticket filed with the helpdesk until a week or two later. [#910823]

It's hard to get a resolution when the help desk folks basically say there is nothing they can do because it's not their issue/problem. If the TAMU servers don't work in the classroom, then who do you contact in order to fix the problem? [#910877]

Agrilife IT leaves a great deal to be desired. [#910988]

TAMU-link goes down from time to time. The frequency is too high and sometimes takes too long to come back. [#910998]

It is frustrating to lack the ability to update programs (adobe, java, etc.) and to have to send in a request, try to schedule a time that works for technology and office hours. [#914641]

I never got a resolution to an issue; just an apology that it must be something on my office computer. The issues occurs both on my office computer and my home computer so it can't be my equipment. Frustrating. [#915396]

I don't have a good place to put this comment, but I want to compliment the campus services. Whenever I have been able to work with them, I have had willing help, even if they had to get back to me. It has been all I have expected. My GREAT concern is that I am in the CVM, and I try to work with them as little as possible. Unfortunately, they control almost everything instead of the CIS. They are lacking good information, hate Macs, and install programs on our computers, like ZICON, that slows down everything from email to genomics calculations speeds. Is there anything that can be done about them from a campus level? They seem independent from any and all overview. It isn't just me; many colleagues have never seen anything like this in the other campuses where we have been. Please comment to our Dean at the very least that there is significant frustration in our college and that we don't understand why we can't be served by the campus. My ratings that were lower reflect the local situation more than my experiences with the campus IT services. Thank you- [#915421]

Student helpers in the media center are sometimes inexperienced and incapable of helping solve issues. They are sometimes unresponsive to complaints, attributing problems to user error. [#915427]

have always technical people that can help you in person in particular fro emergencies [#932404]

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

Please don't be too "geeky" in the explanations, spell out all the acronyms. [#906568]

Would be great [#906576]

I don't care to hear about most changes or "improvements" [#906791]

Perhaps because I much prefer Macs, sometimes the descriptions leave me with questions and a good deal of uncertainty as to how to actually use the services. [#907476]

I am not sure that I know campus technology support for creating interactive instructional media that students and faculty can use. [#907914]

This effectively never happens. I don't know any colleague who completely understood "elearning," for example, and now we hear it's going away replaced by something, but we weren't ever consulted about what might serve us best. [#908287]

When there is a campus network outage, it is hard to find information about it. Even the website for the status doesn't show it for several hours/days, until it becomes really unbearable, - as in the case of the recent Wi-Fi access problems. [#910823]

One concise publication (oprinted or pdf) that tells me what all the services and options are would be a big help. [#911022]

N?A [#911041]

We often get students on evenings and weekend who may be have the knowledge, skill, or authority to answer or resolve the problem. [#914612]

Too often information about computer services comes in with abbreviations or names of services with no background information. If I am not already familiar with the topic, I have no hope of understanding the point. For example, if a reference is made to "Camtasia," it would be helpful to instructors unfamiliar with the technology to have some kind of link to find out more information. [#915427]

I get notices, bit as an "old" there is much that I don't understand [#932612]

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

Training your IT students in courtesy and customer service. [#905441]

Not that important to me. However, I do sometimes spend too much time having to look for web-based forms/functions/information. [#905805]

It can be hard to find online help for issues especially for e-learning. [#905825]

do you offer 1-1 help? Many times the workshops I would like to attend, conflict with my teaching schedule. I'm free MWF from 2-4 and TR's from 8-1 Thank you for serving so many --- with so many 'expectations'. [#905968]

All my sources of technology-related information and training come from department and college sources for effective use of resources. I do not see university support and training as particularly helpful to me at this time. [#906291]

From time to time I have to use a new software package as a faculty member... it is really important that good demos and FAQs are available so that I can quickly finish the job! [#907770]

I don't know if this pertains here but I think it may. There are nice courses for learning advanced programs on PC computers but nothing for MACs and when this was suggested, the response was that it looked interesting but that the faculty didn't seem to have interest in it. How do you know without asking? Anything that helps make teaching and presentations is helpful and Apple products are used widely in our college. [#910716]

Important to me. [#910798]

We are always getting emails and updates regarding IT stuff. Lots of opportunities. [#910972]

In a perfect world we would be able to access the training around our teaching and work schedule but I realize that it is impossible to accommodate such a large number of people. It would be nice if a small group, who have the same training need, could schedule a training time that works for all involved rather than just hope the training will be offered when one is available. [#914641]

I can honestly say i have not taken any training courses... time is the problem. Actually, i generally catch the little educational spot on KAMU in the morning and have picked up a few things with that... pretty cool that you all do this. You know, having these things, but then options to gain further access to information would be really neat... [#932516]

I only teach 1 class but I would have loved having a workshop to help with elearning [#932612]

Though numerous forms of communication are offered, the timing of many of the workshops interfere with my teaching and research responsibilities. There have been many workshops in the past that I would have liked to attend. A possible solution is to provide one-on-one training/consultation services via appointments. [#932712]

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.

What university services should have the highest priority for enhancement for use on mobile devices? (Open-ended Question)

Communication between faculty and students or teaching assistants - course interactions. [#905244]

Ability to find information about students in my classes - see pictures [#905266]

I tend to use university services with my laptop or desktop computers, not with my iPads. For iPads, my use is pretty much limited to email. [#905293]

I use a Blackberry for email accessibility and management. Services are less important than phone and email for me when using a mobile device. [#905332]

Blackboard or its successor [#905344]

e-learning [#905385]

Howdy, elearning and library services. [#905391]

Ensuring that devices that don't use particular software such as graphical or animation software can access resources. [#905441]

NA [#905450]

Improving service to Apple users [#905463]

Wireless. [#905483]

financial reimbursement & cost accounting [#905495]

Howdy, library, access to OAL desktops to upload files from the tablets [#905576]

1. Email 2. Howdy [#905776]

Wifi across campus. Some buildings lack it. [#905805]

e-learning or it's replacement. [#905825]

I am a luddite, rarely using campus services. When I have tried, I found students could quickly get me going with online service. Students seem to be very successful at using campus services. I have not heard them complain. [#905882]

Implementation in classrooms. I want to be able to get a tablet or mobile device and know that it works in any classroom I will be teaching in. [#905932]

Not all departments provide iPads ---- mine does not. is becoming very limiting... [#905968]

I use google mail, thus I am pretty content. [#906018]

webmail and more timely dissemination of code maroon messages--sometimes takes up to 30 minutes for me and/or my group to receive them. [#906224]

Notepad-type enhancement for students in classroom functions, activities. [#906291]

Emergency, Facility, Financial [#906321]

Howdy Portal [#906424]

Security Scheduling Registration Parking space availability Financial Aid opportunities Game info [#906576]

Campus map [#906658]

Having wireless access available anywhere on campus. [#906728]

I don't know of any that I need. [#906791]

WiFi access entire campus, ie Reed area concourse area. [#906819]

LMS systems and faculty-student services [#906915]

User guide for different mobile devices for campus service (what can iPod touch or iPad can do??). [#906991]

All communication portals should have priority. Archival information should have a lower priority. [#907062]

Library [#907067]

I have no idea [#907081]

Classroom technology applications [#907286]

reliable wireless with hassle. [#907312]

no opinion [#907400]

Library and elearning are the most important to me (though I have yet to purchase a useful mobile device) [#907434]

include current location on the iphone app [#907444]

e-mail access, access to web-posted agenda and agenda items for use in meetings [#907476]

provide iPads [#907658]

Better, broader wifi. It would be nice if it worked in more outdoor settings as well. [#907770]

email [#907841]

search, calendar, directory [#907904]

We need to support high-quality instructional delivery outside the classroom, so we can use class time for activities that take advantage of students and faculty members being in the same place and the same time. Instructional delivery can be more efficiently handled asynchronously. [#907914]

I don't use them. [#908287]

Library services (already really like that library will text call-number of book) and transportation/maps. (Transportation and maps also need better non-virtual markings.) [#908329]

Educational document delivery [#908462]

classroom [#908491]

VPN access for Android devices, please. [#910713]

Thank you for working hard to make this a priority for the campus. [#910716]

Transportation. That's something I often try to look up while I'm on the go - which bus is coming when. [#910793]

internet [#910794]

Wi-Fi availability everywhere; wireless printing everywhere; Cloud services for sharing with colleagues. [#910798]

eLearning, library access to online resources [#910800]

Maybe it's time to offer free Wi-Fi for the campus visitors? You can limit the bandwidth, maybe block various potentially "problematic" services (Peer-to-peer sharing networks, etc.), but allow the basic web, outside e-mail (pop, imap, smtp), ssh, vpn services, so that people visiting campus can access internet! Many places (airports, restaurants, hotels, even cities) offer free WiFi to the visitors. Why not here?! It's 2012, not 1999. [#910823]

Making the websites work well on tablets, at least. [#910824]

parental guides. So that parents can find their ways around while visiting our campus. [#910844]

library services [#910855]

elearning and email services. [#910865]

Online course delivery services. [#910867]

wireless access [#910892]

Email [#910901]

I don't use mobile phone for internet; perhaps I will in future, but for now, my wireless computer access is sufficient. I think having consistent access from offcampus is essential. I work remotely from home frequently. With Windows7, I no longer have easy access to my lab computers remotely, and no one has been able to help me figure this out. The new anyconnect VPN is much more stable than prior VPN, but still security settings in Windows7 seem to make access difficult. [#910905]

Howdy, e-learning, library [#910911]

campus map, parking info so if I need to go talk to someone, I can very easily determine how to get there [#910913]

Do not care! [#910921]

Use of clickers Campus maps & events [#910926]

campus map and directory [#910927]

Blackboard Learn, Library databases and catalog, Howdy portal. Email seems fine as is. [#910944]

e-mail works great; mobile apps for the website [#910946]

Email first then just general web browsing. [#910965]

code maroon [#910972]

(I don't use mobile devices) [#910974]

I am most concerned about this consistencies and access issues to the Outlook Web App that seems to fail in connection on a consistent basis. [#910975]

Access to interactive campus map that is fast and easy to use on an iphone. [#910998]

Teaching should have the highest priority, thus improving students' learning experience while at TAMU [#911017]

The only services I currently use on my mobile device are the bus schedule and the library. [#911039]

I do not have a smart phone. However, iPad should be able to do email. [#911043]

Often 'enhancements' for use on mobile devices actually make to sites harder to use for me. Never automatically go to a mobile site because it is a mobile device, without asking first. Often I have to go to some effort to get back to the regular site so I can use all of its features, which either are not available on the mobile site or are much harder to access. Also special mobile sites should allow the user to zoom

on the mobile device to better see/read the material. Often mobile sites cannot be expanded on my iphone or my ipad. [#911087]

wifi in all buildings + use of cell phone calls in and out. [#914616]

Easy accessibility of and sustained connection to the system using mobile devices [#914618]

Library access to journals [#914622]

I do not use a mobile device. [#914626]

Classroom technology services that support teaching including updating the capability of certain buildings to a standard that should be expected in all buildings on campus. [#914641]

I want to compliment the campus services. Whenever I have been able to work with them, I have had willing help, even if they had to get back to me. It has been all I have expected. My GREAT concern is that I am in the CVM, and we are not really supposed to use campus services. Unfortunately, they control almost everything instead of the campus. They are lacking good information, hate Macs, and install programs on our computers, like ZICON, that slows down everything from email to genomics calculations speeds. Is there anything that can be done about them from a campus level? They seem independent from any and all overview. It isn't just me; many colleagues have never seen anything like this in the other campuses where we have been. Please comment to our Dean at the very least that there is significant frustration in our college and that we don't understand why we can't be served by the campus or have at least more user-friendly service within the college. It just seems less cost efficient for us to have our own unit anyway. My ratings that were lower reflect the local situation more than my experiences with the campus IT services. Thank you- [#915421]

Student Affairs University Libraries [#915424]

e-learning [#915425]

Teaching resources. [#917349]

Support groups should have the highest priority [#932404]

Mobile VPN. [#932406]

Faculty and administration [#932422]

Howdy [#932442]

wireless access from all over campus [#932475]

N/A. Don't use a mobile device for these purposes. [#932508]

Bus Routes, Library [#932512]

Probably wireless access... [#932516]

Software that supports students' (and therefore educational) technology needs [#932558]

Cellular connection. Can't often get calls INSIDE buildings. Connection is often terrible. [#932585]

e-mail [#932594]

HR Connect SSO Concur Canopy [#932712]
