VOICE OF THE COMMUNITY
FEEDBACK
August 2019

VOC

Contents

Intro

The Voice of the Community (VOC) campaign sought to appreciate the current climate towards Information Technology Services (ITS) at Florida State University (FSU), articulate expectations of technology used throughout FSU and communicate to the students, faculty and staff we serve that we are listening and care about their perceptions of our organization. The campaign was an initiative of ITS under the direction of the new Chief Information Officer and Associate Vice President, Jane Livingston, and the results will help guide the development of future ITS priorities and strategic initiatives.

Several consistent themes were uncovered among key stakeholders throughout the campaign. This report provides the evidence of four overarching thematic issues and six underlying cultural concerns identified by the university community, as well as audience-specific issues for the sub-populations of faculty, campus partners, students and ITS employees. Identified tactics for improving these concerns and issues are also included in this report.

The VOC campaign was well received by the university community, with an overwhelming desire to participate in the listening sessions. Participants appreciated the opportunity to share honest and productive feedback and welcomed the renewed ITS presence at FSU.

"THIS IS A FIRST GOOD STEP TO BEGIN WITH. I DON'T THINK IN MY SEVEN YEARS AT FSU THERE'S EVER BEEN ANY INTEREST IN OUR OPINION. SO, THANK YOU FOR TAKING THAT STEP AND BEING INTERESTED."

Process

The VOC campaign took place during summer 2019. The project team included members from across ITS as well as external stakeholders:

- Megan Del Debbio, Marketing Communications
- Rebekah Dorn, User Experience
- Anne Hall, User Experience
- Suzanne Kane, Service Desk
- Sarah Mahler, Campus Solutions
- Sara Mischler, User Experience
- Sarah Monbarren, Project Management
- Alex Morales, Computing Technology Services
- Adam O'Neill, Congress of Graduate Students*
- Monica Ragans, User Experience
- Kathryn Wilkes, User Experience
- Jay Willoughby, Classroom Technology Support
- Jillian Volpe White, Division of Student Affairs' Research*
  *external stakeholder

This exploratory, qualitative campaign used semi-structured listening sessions to hear participants, in their own words, discuss their experiences. In order to hear from a broad cross-section of the FSU community, the VOC campaign employed purposeful and snowball sampling. The campaign engaged students, faculty and staff from across the university.

Beginning with key stakeholders in academic affairs, Rebekah Dorn and Megan Del Debbio conducted listening sessions asking about perceptions of and experiences with technology broadly and ITS specifically (Appendix A). Participants were also recruited by reaching out to divisional IT contacts to learn about people who regularly interface with various facets of ITS. Between May 13 and July 15, the project team hosted 27 listening sessions, including 16 one-on-one interviews and 11 focus groups, and also conducted 35 impromptu interviews. On average, the listening sessions lasted for 60 minutes. In total, more than 125 people participated in the formal interviews, focus groups or impromptu interviews, representing 49 colleges and departments, including 16 faculty members, 59 staff members and 50 students. Following the listening sessions, staff from the ITS User Experience team transcribed the sessions verbatim through a Python script and Microsoft Stream. All the transcripts were uploaded into NVivo 12 computer-assisted qualitative data analysis software.

At the beginning of the summer, the project team participated in training to learn about qualitative analysis, specifically coding listening session transcripts. Members of the project team divided into Team 1 (Alex Morales, Adam O'Neill, Jillian Volpe White and Monica Ragans) and Team 2 (Suzanne Kane, Sarah Mahler, Jay Willoughby and Kathryn Wilkes). The coding process included both inductive and deductive coding. At the beginning of the process, team members received a list of codes based on ideas emerging during the listening sessions. Team members could also propose new codes based on a close reading of the transcripts. At weekly project

team meetings, the group discussed emerging patterns, recalibrated on the definitions of codes, added new codes to the codebook, refined codes as new information emerged and discontinued codes that no longer applied. At the beginning of the process, there were a number of new codes added each week, and as the process continued, fewer new codes emerged. By the end of the process, there were 111 codes used to categorize the findings. Although some codes were specific to faculty or staff, the codes largely applied across the listening sessions.

At each weekly meeting, team members received copies, either print or electronic, of listening session transcripts. They coded the transcripts and at the next meeting returned the transcripts to the User Experience team, who transferred the coding to the NVivo software. The weekly meetings provided opportunities to debrief, align coding and prepare for the next steps in the process. Throughout the process, the project team discussed connections between ideas. Using network displays created in the NVivo software, the project team explored links and revisited emerging patterns. These visuals provided a foundation for group discussion and feedback on the emerging network of ideas.

Following the coding process, the User Experience team printed copies of the codes that included all the material coded to each idea. Team members received copies of 8-10 codes each to highlight exemplary quotes for use in writing the final report. These quotes are called out throughout the report.

The project team developed trustworthiness by sampling representative participants, including people who were recommended and people who volunteered to participate. The participants represented units across the university who interact with ITS in a variety of capacities. By meeting weekly to discuss emerging patterns and recalibrate the codebook, the team worked to verbalize challenges or potential biases and offer feedback or reframe before returning to the data. The project team consistently reminded one another to honor the truth and voices of the participants. Even if participants said something that was not factual (e.g., suggesting ITS does not offer a service that is offered), the team focused on the experiences and reactions of the participants through the stories and examples shared. At least five people reviewed each transcript (two interviewers, transcriber and two coders). The use of data visuals also supported the trustworthiness of the study as the project team could discuss emerging patterns to look for gaps or missed information and compare coding across team members to produce overarching findings. Through purposeful sampling, speaking to participants from a range of backgrounds, meeting regularly to discuss reactions and calibrate the codebook and following up on outliers, the project team is confident in the quality and trustworthiness of the recommendations.

History

This campaign is not ITS' first attempt at understanding the needs of the university community. As part of the VOC campaign, the project team analyzed previous market research results to understand some historical context of data collected in the past. The surveys evaluated include:

- FSU ITS Faculty and Staff Perception Assessment | 2013
- FSU ITS Student Perception Assessment | 2014
- The Effectiveness and Efficiency Committee Report | 2014
- Student and Employee Perceptions of FSU ITS | 2017
- myFSU Portal and Mobile Feedback | 2018
- United Faculty of Florida-FSU Faculty Poll | Spring 2019

By looking at these previous survey results, we can appreciate the current perceptions and concerns along the continuum of ITS development and growth and understand if these are long-standing concerns or recently-emerged issues. Previous survey results show several positive efforts that have been made to improve ITS at FSU. For instance, Wi-Fi has been enhanced, FSU email accounts have been consolidated into a centrally-managed system and an effort has been made to keep software up-to-date. By looking at current data, progress in certain areas is visible. Interesting to note, the issues where improvements have been made can be tied back directly to ITS leadership's support of reports findings. This suggests that when the leadership team champions changes based on feedback, sustainable improvements are seen by the constituents.

Conversely, some historical concerns are still consistent with the data the VOC campaign recorded. The recurring problematic themes are general confusion of who ITS is and how to get support when problems occur; a lack of communication and collaboration between ITS and the university community; and numerous unknown ITS resources. A central effort to address these concerns has not been previously prioritized by ITS leadership, and they remain persistent issues in 2019 findings. The VOC campaign aims to target these overarching issues, which will ultimately result in strengthened partnerships and an enhanced perception of ITS university-wide.

Overview

Technology is essential to everyday life at FSU. While ITS has some relationships to repair and ground to make up to raise awareness of available resources and establish ourselves as a trustworthy partner, the good news is, we have the right people in place to make necessary changes happen.

"NONE OF US OPERATE WITHOUT THE SERVICES ITS BRINGS. WE'RE ALL COGS IN THE SAME MACHINE. AND WE WOULD LIKE TO WORK TOGETHER."

Throughout the fifteen-week VOC campaign, there was consistency in the cultural concerns, thematic issues and suggested tactics expressed. Again and again, the university community voiced a *"desire for partnerships"* and a *"confusion with services."* Over time, four major thematic issues rose to the top, and six underlying cultural concerns came to light.

Thematic Issues
- Collaboration
- Communication
- Contact & Process Confusion
- Continuous Support

Cultural Concerns
- The right hand doesn't know what the left hand is doing
- "Harder than it needs to be"
- Missing the "service" of Information Technology Services
- "I call it the Mafia"
- Reactive vs. proactive
- One size does not fit all

The thematic issues are more easily addressed, through tactics such as creating ways for ITS to work together with campus partners or increasing communication efforts to new students, faculty and staff. Alternatively, the cultural concerns are entrenched in the ITS environment and will take time and intentional effort to address. By taking the opportunity to deploy various tactics recommended by participants, the thematic issues can addressed, and over time, the cultural concerns can begin to shift. None of the provided tactics are a singular fix for the issues and concerns, but through a cyclical process of concerted efforts, the perception of ITS' value can strengthen (Image 1).

Image 1

"I BELIEVE IN THE STRATEGIC VALUE OF IT AND I WANT US TO BE A STRATEGIC PARTNER."

Fortunately, ITS is poised for success to change the current negative perceptions. ITS has exceptional staffing resources and a university community that is anticipating the change. With leadership's support, strides to improve the organization have been made in recent months, and the university community is open and ready for more changes. Participants shared that they are excited about the direction things are moving within the ITS organization and the beginning stages of transparency that are visible throughout ITS.

"THANK YOU FOR THIS. I MEAN, THIS IS A GOOD OPPORTUNITY THAT WE HAVE. IN ALL MY YEARS, MAYBE I WASN'T INVITED BEFORE. THIS IS VERY GOOD. THANK YOU."

Staffing Resources

Employees are the most valuable asset of an organization. And in the eyes of FSU, ITS has done an excellent job of filling our organization with capable and caring people.

"I'M VERY HAPPY WITH THE SERVICES I GET SO FAR, AND YOU GUYS ARE DOING A FANTASTIC JOB."

Throughout the VOC listening sessions, a resounding theme of excellent effort by ITS staff was expressed and agreed upon by participants. Simply put, one participant said, "you've got some really amazing people in ITS." From frontline staff to leadership, there were individuals named and units praised for their ongoing support efforts.

"I THINK YOU HAVE SOME WONDERFUL STAFF MEMBERS. I THINK YOU HAVE SOME WONDERFULLY TALENTED PROJECT MANAGERS, WONDERFULLY TALENTED DEVELOPERS, AND I DO THINK THAT YOU HAVE REALLY GOOD PEOPLE."

In the cases where the listening session participants have an ongoing relationship with ITS, this sentiment is clear. ITS staffing resources are reported to be "responsive," "helpful" and "insightful." Campus partners attribute time-saving solutions and technology best practices to ITS staff members, saying they are "teaching me things that I didn't realize" and helping "connect the dots."

"WHENEVER WE GET THE GUYS THAT ARE THE BOOTS ON THE GROUND, THEY ARE ALWAYS PROFESSIONAL AND HELPFUL, AND WE HAVEN'T HAD A BAD EXPERIENCE WITH SOMEBODY."

But admittedly, in some cases, this level of excellence is not consistent throughout ITS. Outstanding interactions with one ITS unit do not ensure outstanding interactions with other ITS units. There is room for improvement in consistency of service and support across the ITS organization as a whole and among individual units. Yet, while some ITS employees are customer service "superstars" and others need a little fine tuning, overall, the university community recognizes there are phenomenal employees throughout ITS.

"YOU GET THE RIGHT PERSON AND THEY ARE YOUR SUPERSTARS. THEY ARE WILLING TO GO THE EXTRA MILE. BUT THEN YOU CAN GET OTHER PEOPLE, AND YOU COULD JUST TELL THAT THEY ARE NOT VERY INTERESTED IN HELPING YOU SOLVE THE PROBLEM."

As the rest of this report suggests, many of the changes that need to occur are larger, organizational changes that create the structure and processes for ITS employees to provide the best service possible. It is clear ITS is equipped with the resources to implement change. And the university is eager for change. To make that change happen, we need to first understand the six cultural concerns that must be addressed within ITS.

Cultural Concerns

Throughout the research, several underlying cultural concerns related to ITS surfaced. These represent obstacles and struggles felt by individuals, departments and colleges across the university. These issues cannot be solved overnight. The first step is to acknowledge these concerns, and through the recommendations provided by the university community and summarized in this report, we hope to bring new insights to steer ITS in a positive direction.

"SO HAVING SOMEONE WHO IS OPEN TO CHANGE, OPEN TO PROGRESSION, OPEN TO FINDING WAYS OF SOLUTIONS TO MEET OUR IT NEEDS WOULD BE GREAT TO HAVE, BUT RIGHT NOW THAT'S NOT THE CASE."

The Right Hand Doesn't Know What The Left Hand Is Doing

"SOME OF MY FAVORITE PEOPLE THAT WORK ON THIS CAMPUS WORK IN ITS, TRULY. SOME OF THE MOST COMPETENT PEOPLE I KNOW ON CAMPUS WORK IN ITS, BUT WE STILL HAVE STRUCTURAL ISSUES..."

From the viewpoint of the university community, a portion of ITS does not appear to know what another part is doing. ITS is described as operating *"in a silo."* As a unit, we lack consistent processes across the organization. Project intake varies. Messaging is not cohesive. Engagement and support differs among and within units. And this is all apparent to the end user. Twenty-one of the twenty-seven listening sessions commented on the lack of consistency across ITS. In the eyes of the university community, this perceived *"lack of organization"* creates *"duplicitous work"* and *"there is a lot going on."* To address this issue, ITS needs to present a unified front and start painting the picture that we are a cohesive organization.

"I THINK DISJOINTED. I THINK LACK OF TEAMWORK WITHIN THEIR ORGANIZATION. OR THEY DON'T COLLABORATE, SO THEY DON'T KNOW WHAT EACH UNIT IS WORKING ON. SOME UNITS ARE QUICK TO POINT FINGERS AT OTHERS INSTEAD OF SHOWING A UNIFIED FRONT."

"Harder Than It Needs To Be"

"SO IT'S LIKE, I JUST GIVE UP! BUT TALK ABOUT IT INFLUENCING MY MORALE AND STRESS LEVEL? YEAH."

The second cultural concern is that there is a shared sentiment among the university community that working with ITS is "*often harder than it needs to be."* Whether it's an exceptionally slow resolution to an issue or navigating across other units to facilitate the procurement of a new software package, people hit unanticipated obstacles and overwhelming confusion at multiple touchpoints. ITS is an *"octopus"* and *"very complicated"* and people simply do not have the time to figure out what ITS offers or who can help. Adding to the confusion is the complexity of having multiple technology service providers at FSU (e.g., Canvas, department level support). Package all of that with *"multiple forms"* and *"archaic processes,"* and simple interactions with ITS become painful. People want to understand what ITS does for the university and what ITS can do for them as individuals who study, teach or work here. Chasing down answers and jumping through hoops for solutions can be crippling, and ITS needs to remove some of these barriers that are preventing a seamless user experience.

"I HAVE NO IDEA WHAT ITS DOES OR DOESN'T DO. I DON'T KNOW WHAT'S IN YOUR PORTFOLIO AND WHAT'S IN SOMEBODY ELSE'S PORTFOLIO, AND WHO THE 'SOMEONE ELSE'S' ARE. I DON'T KNOW. EVERY TIME I TURN AROUND SOMEONE IS ASKING, 'DOES RESEARCH COMPUTING DO THAT? DOES RESEARCH COMPUTING DO THIS?' IS RESEARCH COMPUTING PART OF ITS? I DON'T KNOW NOW. I'M NOT AN RCC USER. DOES ITS MANAGE CANVAS? NO THAT IS ODL, RIGHT? BUT IT'S TECHNOLOGY."

Missing the "Service" of "Information Technology Services"
"THE WORD ON THE STREET IS THE PEOPLE IN ITS DON'T PARTICULARLY CARE…"

There is a perception across the university that ITS sometimes takes the approach of *"figure it out."* This sentiment was voiced in over half of the listening sessions. When people reach out to ITS for help with highly technical questions, ITS sometimes is *"dismissive"* and passes them off to a highly technical document that just exacerbates the frustration. Other times, emails go unanswered and solutions or resolutions drag on until the issue at hand becomes time sensitive. Individuals want ITS to help them understand and overcome technology setbacks, but are left frustrated with the lack of support from ITS. ITS needs to take the first step towards improving this perception by striving for an exceptional customer service attitude in all interactions and systematically reviewing the service model.

"YOU ARE THE PROFESSIONAL. IT'S JUST OTHER DUTIES AS ASSIGNED THAT LANDED ON MY LAP. SO HELP ME TO DO IT BETTER."

"I Call It the Mafia"
"I CALL IT THE MAFIA. BECAUSE YOU GET ACCESS TO NOTHING BUT THEY WANT YOUR MONEY. AND THINGS HAVE TO BE DONE THEIR WAY. THEY ALSO DON'T TELL YOU HOW TO DO THINGS. OR, IT TAKES US AN INCREDIBLE AMOUNT OF TIME TO DO SOMETHING THAT I'M SURE THEY COULD DO QUICKLY. IT'S INCREDIBLY FRUSTRATING."

This concern will take time to prove to the FSU university community that change is happening. Words people use to describe ITS include *"inflexible," "secretive"* and *"opaque."* This perception has created a strong *"us versus them"* mentality across the university. Campus partners get the impression that "*groups that play ball with ITS get better help."* And while the university community considers ITS to be made up of *"individually great people,"* the organization as a whole is considered *"slow, bureaucratic and heavy handed"* and has created perceived barriers—barriers to communication, barriers to collaboration and barriers to innovation.

"I SPEND A LOT OF BREATH TELLING YOU THAT I THINK THAT I COULD DO A LOT OF THINGS AND WORK WITH ITS IF THEY WERE MORE FLEXIBLE AND TRUSTING. BUT, YOU KNOW, I GUESS THEY SEE IT AS, 'WELL, YOU'RE NOT OUR EMPLOYEE, SO WHY SHOULD WE INVEST TRUST IN YOU?'"

Reactive Vs. Proactive
"I THINK FROM THE STANDPOINT OF BEING PROACTIVE—ANYTHING THAT ITS CAN DO TO COMMUNICATE OUT TO CAMPUS."

The university community largely views ITS as reactive—in communications, service delivery, support—and participants would like to see ITS become more proactive. Open the lines of communication and encourage two-way dialogue before changes occur. Collaborate with units to strategize on technology advancements. Check in and see how things are going along the way rather than waiting until something breaks. ITS needs to shift its mentality to be proactive. Identifying and addressing the needs of the university before they arise can enhance the university technology experience and prevent technology fallouts.

"WHATEVER ITS CAN DO TO BE MORE PROACTIVE AND POSITION THEMSELVES AS A PARTNER TO CAMPUS WOULD BE GREAT."

One Size Does Not Fit All

"WE ALL ARE UNIQUE AT THIS UNIVERSITY … THERE ARE SOME TIMES WHERE IT POLICY IS SENT FOR A CAMPUS-WIDE INITIATIVE, WHICH IS A STRUGGLE FOR SOME OF OUR OPERATIONS."

The final cultural change identified is the desire for personalized solutions. The university is made up of 16 colleges and hundreds of departments, institutes and administrative units with very specialized responsibilities. As such, each entity has very particular needs. Oftentimes, technology solutions from ITS feel prescribed or *"mandated"* to colleges and departments. This creates tension and fuels the inclination of certain university units to remain decentralized and *"maintain local support."* ITS needs to shift its business model to be more flexible and recognize, understand and work toward supporting each unit's unique needs. At the end of the day, the technology needs to support the unifying element the entire university has in common. The reason we're all here—the students.

"I KNOW THAT A ONE SIZE FITS ALL IS NOT ALWAYS A GOOD SOLUTION EITHER. BUSINESS REQUIREMENTS ARE UNIQUE. SO, IT'S NOT GOING TO BE NECESSARILY THING WHERE WE JUST HAVE LIKE SOLUTION A IS GOING TO WORK FOR EVERYBODY. BUT, MAYBE THERE'S A WAY FOR THE UNIVERSITY TO DO A BETTER JOB OF HELPING US DO THE RESEARCH. GIVE US SOME THINGS TO CHOOSE FROM. AT LEAST SOMETHING TO LOOK AT WHAT MEETS THE BUSINESS NEEDS BEST."

Changing the culture is not easy, but it is possible. Change can occur through continually investing time and energy and targeting resources to identified needs. The next section of the report provides the thematic issues and potential tactics articulated by VOC participants to do just that.

General

Who is ITS? Whether a tenured faculty, entrenched employee or rising freshman, technology touches everyone at FSU. Daily. Yet, masses of the university community are unaware of who ITS is, what ITS does or how ITS can help them succeed.

Through speaking with 125 students, faculty and staff representing 49 colleges and departments, the VOC project team gathered extensive and valuable feedback regarding the climate for technology at FSU. Despite the variance of audiences surveyed, four major themes rose to the top in all conversations:

- More collaborative partnerships
- Increased communication and outreach
- Streamlined contact and problem resolution process
- Personalized support and training

The individual technology needs of the university community are diverse, but our research identified a commonality—the university needs more from ITS. More collaboration. More communication. More connections. More support.

The graphic below and the following report sections summarize the VOC campaign findings concerning technology at FSU and identify perceived gaps and suggested resolutions, which are summarized again at the end of the report in the "Next Steps" section. The tactics (gold) and action steps (garnet) can help address the thematic issues (dark garnet) and ultimately help the university understand who ITS is (Image 2).
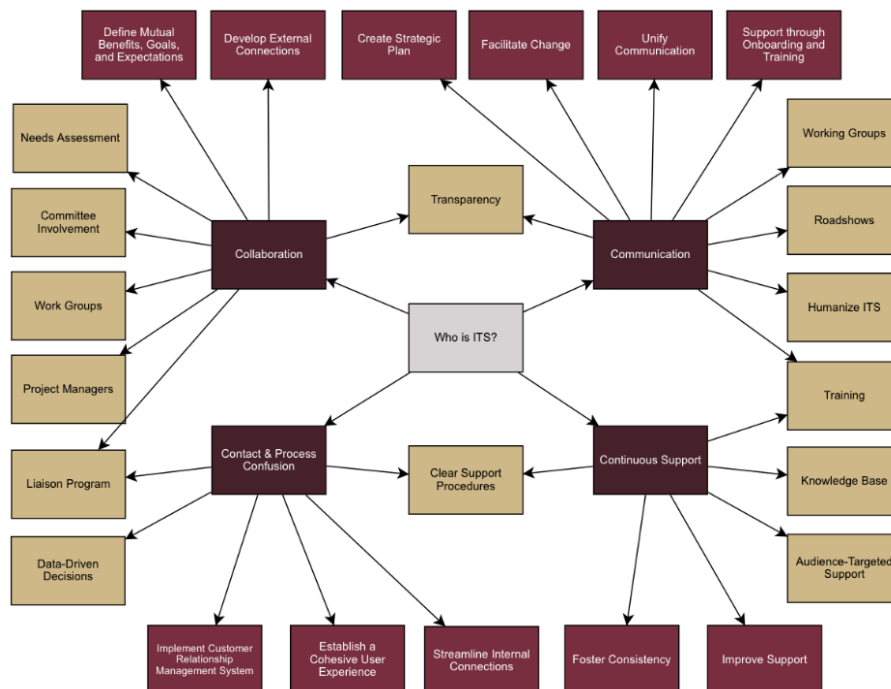

Image 2

Collaboration

Why don't we work together? FSU is built on engagement and diversity, and when it comes to university technology, everyone wants and deserves a seat at the table to discuss grand ideas and make inclusive decisions.

"I WOULD JUST LIKE TO SEE BETTER COHESIVENESS AND WORK BETWEEN THE UNITS. I WOULD JUST LIKE FOR THOSE THAT RELY ON ITS OR PEOPLE WHO WORK DIRECTLY WITH ITS TO FEEL THAT IT'S NOT AN US VERSUS THEM MENTALITY."

As an overarching response, the university community does not feel they currently have a say in technology decisions, but they want to be included in discussions and given an opportunity to collaborate. This sentiment was expressed in twelve separate listening sessions. In the words of one participant, "*There's a legacy of a sense of distrust between departments and ITS.*" Despite this history, there is a strong desire across the university to have stronger partnerships and working relationships with ITS and "*have some influence into what ITS is doing.*"

"IT WOULD BE NICE TO SEE A COLLABORATIVE APPROACH TO THAT, SO THAT PEOPLE ARE ALL ON THE SAME PAGE AND IT MAKES IT A TEAM FEEL…"

The perception among many campus partners is that ITS doesn't understand the business needs of individual units. Participants in sixteen listening sessions specifically mentioned ways their expectations are not being met by ITS. As such, *"friction"* is created when units feel that ITS is delivering orders without first consulting with them to take their needs into consideration. This approach was described as a *"shark mentality"* or *"us versus them"* attitude. Campus partners say ITS decisions *"need more stakeholder consensus"* and there needs to be a balance of *"top-down and bottom-up communication."*

"ITS IS A SERVICE ORGANIZATION. SO HAVING YOUR SERVICE ORGANIZATION TELLING YOU WHAT YOU SHOULD BE DOING SURE SEEMS BACKWARDS."

To develop more external connections, units would like to see ITS form more work groups and have more periodic conversations, especially in regards to large technical upgrades and system releases. Multiple participants applauded the recent increase in this effort from ITS, but would like to see it grow even more. "*Tell us in advance. Let us be a partner.*" Involving impacted parties early on not only defines unit interests, but also allows ITS to manage expectations and define the mutual benefits and goals.

"NOW WE DO SEE VARIOUS MAJOR THINGS THAT ARE COMING ALONG WHERE ONE OR MORE PEOPLE FROM IT UNITS OUTSIDE OF ITS GET ASKED TO PARTICIPATE AND THAT'S CERTAINLY GOOD. BUT I THINK THAT'S PART OF THE EVOLUTION THAT STILL MAY NEED TO BE LOOKED AT. HOW DO WE GET A LITTLE MORE ACTUAL INVOLVEMENT FROM PEOPLE WHO ARE NOT PART OF ITS INTO SOME OF THESE PROCESSES EARLIER, NOT AT THE TIME TO IMPLEMENT?"

Staff would also like to see ITS take a more proactive role and interest in university technology needs. Half of the listening sessions mentioned they would like to meet with ITS more often and

become partners. As such, ITS should focus on building a culture of collaboration across the university by joining relevant technology-related committees and setting up regular meetings with functional partners to *"have dialogue on a regular basis."* ITS could also encourage employees to get out of their offices and *"meet the people whom they are maintaining the system for."* As part of this outreach, ITS should conduct a formal needs assessment to identify technology and knowledge gaps; and either explain what ITS services are available or develop new solutions. Collaboration efforts can be led by a project manager or liaison to ensure consistent processes are followed throughout projects.

"IF YOU TOLD ME THAT THERE WAS A STANDING ONCE-A-MONTH MEETING AND THE POINT IS TO BRAINSTORM ON COLLABORATIONS AND ENTERPRISE LEVEL SOLUTIONS, I'M COMING TO THAT. THAT'S COOL. THAT'S SOMETHING WE NEED."

FSU units see ITS as the conduit that can bring together technology ideas and innovations from across the university. There is a strong interest in providing a database or wiki of "*technology vendors or solutions other units … are using across the university"* to help reduce duplication of services and encourage collaborations. In addition to a digital vendor database, ITS could create an annual conference or community of practice, similar to the technology sandbox hosted by the College of Education, as a platform for individual units to share college technology ideas.

"SO IT SEEMS LIKE ITS IS NOT COLLABORATING. YOU KNOW IT JUST SEEMS LIKE THEY'RE DISJOINTED AND SEPARATED … BECAUSE EVERYBODY WORKS IN A SEPARATE BUBBLE. AND SO, WE DON'T KNOW. WE DON'T KNOW WHAT IS HAPPENING OVER HERE, OVER HERE AND OVER THERE. SO, WE NEED SOMEWHERE WE CAN ALL COME TOGETHER…"

Admittedly, ITS is not the only FSU unit that struggles with collaboration. Participants acknowledge that breaking down silos is a university-wide issue that needs to be addressed. Opportunely, ITS has the tools and technologies to facilitate better collaboration across the university. As the conduit, ITS can become a model for the university and be seen as a thought leader towards collaboration.

"THERE'S FRICTION BETWEEN ALL DEPARTMENTS, NO MATTER IF IT'S ITS."

IT professionals embedded within colleges or units across the university also have a desire for more two-way conversation with ITS. They currently feel a *"disconnect"* from ITS and would like to be asked for their input and involvement in future ITS plans. One way to do this is to launch an outreach campaign to meet with college and unit IT managers across the university to discuss their wants and needs. ITS could also invite the college and unit IT community to play a bigger role in university IT manager and IT professional meetings. Over time, this could morph the university IT community into a collaborative and unified cohort and overcome the current perception that *"college IT and university IT aren't integrated very well."*

"INDEPENDENT IT GROUPS WORKING WITH ITS IN EFFECTIVE WAYS AND NOT HAVING IT FEEL LIKE OPPRESSION OR A BATTLE—THAT IS WHERE THINGS CAN IMPROVE WITH ITS. THERE HAS BEEN A COMMUNICATION ISSUE BETWEEN THE ACADEMIC UNITS AND ITS FOR A LONG TIME, IN PARTICULAR THOSE UNITS THAT HAVE SIGNIFICANT IT RESOURCES OF THEIR OWN. IN OTHER WORDS: COMPETITION."

Communication

How do I find out more? From policy updates to strategic plans, there is a strong desire and need for ITS to communicate more—more consistently, more clearly and more transparently.

People are not aware of IT resources are available to them or what the future holds in terms of university technology changes and strategy. ITS continues to be the great unknown to much of the university, with individuals saying "*I have no idea what ITS does or doesn't do.*" This uncertainty of what ITS offers or how it can help results in individuals feeling lost or on their own when it comes to university technology.

"I DON'T KNOW WHAT I DON'T KNOW. AND THAT IS FRIGHTENING."

Overall, people want more information from ITS; however, many admit to not reading ITS emails or missing ITS announcements. Still, the need for more communication was expressed in every listening session. To increase awareness, ITS needs to find new ways to connect with the university community and do so in a *"familiar language."* Social media efforts can be ramped up to connect with and engage students, and an opt-in university technology newsletter could be published for faculty and staff. Outreach efforts should also be increased. ITS needs to find inroads to onboarding processes and events and introduce new students, faculty and staff to university technology resources starting on day one. ITS also needs to develop more of an on-campus presence with pop-up booths and engage campus partners from the beginning on ITS projects via departmental roadshows. Communications need to avoid *"tech speak"* and instead package technical ideas in a way that is not over the heads of non-technical users and clearly communicates what the change means for the customer. This goes for general communications, as well as training.

"I THINK PEOPLE ARE TRYING, BUT THE ENTIRE SYSTEM SEEMS TO BE RUN AS IF WE ARE ALL IT SPECIALISTS—WE ARE NOT."

In regards to current communications, multiple participants shared the sentiment that they often feel mandated to by ITS. *"A lot of times it's like a policy document that kind of comes out of nowhere and is worded in a very draconian way."* Many participants also feel that these communications often have a negative tone. ITS either tells them *"No"* or *"You can't do it this way"* or *"It will cost you $X."* There is a need for ITS to change its messaging to a more supportive tone and work with units to find solutions. The university community would also like to see more two-way communication in the form of town hall meetings to present and discuss ITS initiatives and policies. ITS could form diverse working groups to formulate well-rounded solutions or understand perspectives when implementing a change. Then, when it's time to communicate the final decision, the presentation and packaging could be softer.

"THERE COULD BE MORE PR, MORE THINKING OF FEELINGS OR MORE THINKING OF OPERATING AS PEERS RATHER THAN THINGS BEING DELIVERED FROM ABOVE."

The FSU community is also highly interested in knowing what the future holds for university technology. Participants stated they would like to see an ITS strategic plan and roadmap of upcoming technology implementations somewhere easily accessible, like the ITS website. "*What's the vision for 5 years … 10 years?*" People want to know how technology decisions *"fit in*

with the big picture." They also want better insight into ITS change management practices and more communication around major upgrades. Campus partners want to be at the table when major changes, such as an ERP upgrade, are being discussed and have more communication and consideration about how individual changes will impact their work.

"PEOPLE DON'T LIKE CHANGE. DO YOU LIKE CHANGE? THAT'S THE NATURE OF TECHNOLOGY. RIGHT? BECAUSE IT'S ALWAYS CHANGING, AT LEAST IN MY ADULT LIFE. IT'S DONE NOTHING BUT CHANGE."

Finally, participants would like to see more transparency from ITS. This request came up in nearly half of the listening sessions. Currently, ITS is perceived as *"secretive."* The university community not only wants to see a strategic plan, they also want to know the steps ITS is taking to get there and the ups and downs along the way. *"Be honest"* about setbacks and *"admit when something doesn't work."* These open communications about the challenges ITS faces set clearer expectations for customers. Humanize ITS and build the perception that ITS will work until we get something right. Additionally, ITS needs to communicate with one voice and be consistent in messaging and interactions with customers. By unifying communications, ITS can establish greater confidence and credibility among the university community.

"I HOPE IT CONTINUES AND GROWS FURTHER BECAUSE I THINK A LITTLE BIT MORE TRANSPARENCY AND OPENNESS WOULD BE VERY HELPFUL."

Contact & Process Confusion

Who do I contact? There are 424 ITS employees in nine ITS units providing 59 services to Florida State University. And ITS has created a perception that the rest of the university is *"on the other side of a really tall wall."*

"ITS IS AN OCTOPUS AND THE TENTACLES GO THIS WAY AND THAT WAY. AND I HAVE NO IDEA WHO I'M CONTACTING FOR WHAT."

Individuals in three-fourths of the listening sessions stated they don't know who to contact for specific tech-related questions and often feel they are bounced around between service providers, causing resolutions to be delayed. "*We've had some emergency situations where we really needed to get to somebody but couldn't find out who to get to."* Those who have personal relationships or institutional knowledge of the IT infrastructure are able to circumvent the chaos, but others are left scratching their head and often times feeling they are "*having to figure stuff out on my own, in areas that I'm not an expert."* Adding to the challenge, there is confusion over what services are supported by central ITS and what services are provided by other units at FSU.

"A LOT OF TIMES YOU HAVE A VERY SIMPLE QUESTION, AND IF YOU JUST HAD A CLUE WHO TO ASK, YOU CAN ASK IT AND BE DONE WITH IT AND EVERYBODY WOULD BE BETTER OFF. BUT WE IN ITS HAVE DONE OUR BEST TO MAKE SURE YOU HAVE NO IDEA WHO TO ASK."

One suggested solution is to create a desktop resource guide or an electronic knowledge base that contains contact information for popular university technology services and troubleshooting contacts for common problems. As expressed by one participant, "*Having a single database record of all those relationships and who the account executives are would be really great."* A

clearly defined contact for dedicated support of individual services would connect customers directly with the person who can help them solve their problem and streamline the resolution process. This establishes a cohesive user experience with ITS services at FSU, regardless of what unit within ITS helps to solve the issue.

"I THINK IF YOU CAN CREATE A WORKING RELATIONSHIP BETWEEN STAFF AND ITS WHERE PEOPLE ARE ABLE TO GET THE HELP THEY NEED IN A QUICK AND EFFICIENT MANNER AND NOT HAVE TO GUESS ABOUT WHO TO GO TO TO DO THEIR JOB, YOU'VE WON."

In addition to direct contacts within the ITS organization, there is a strong desire for personalized, one-on-one customer support across the university. Academic departments and campus partners have very specialized focuses and need technical support that can understand their needs and consult with ITS for solutions.

"THERE NEEDS TO BE A CONTACT PERSON WHO'S IN BOTH REALMS—WHO IS WORKING WITH ITS, BUT THEN ALSO FEEDING THE INFORMATION BACK."

To meet this need, the vast majority of participants recommended creating an ITS liaison program (i.e., business relationship manager) that straddles *"both worlds"* as an IT professional positioned in a university department. This liaison would be the conduit between ITS and a specific college or department, someone who understands each unit's specialized software and systems and is able to *"facilitate two-way communication"* and "*listen to problems and say 'let me figure out what you need.'"* However, a liaison program cannot occur as an isolated solution and could be part of a larger initiative to expand our reach for partnerships to complement our current business analyst model. While increasing the funnel for information sharing, ITS has to be prepared to support the potential for more requests along with current workload demands. One staff member cautions, "*You need to invest in business analysts that can help bridge the gap and can talk functional details to the developers*." A model for this program could be based off of the existing ITS partnership with the Division of Student Affairs or an expansion of the Information Technology Administration Partnership Program (ITAPP).

"KNOWING WHO TO TALK TO AND KNOWING WHO CAN BUILD THOSE BRIDGES, I THINK MAKES ALL OF OUR JOBS EASIER BECAUSE WE KNOW THAT WE CAN TRUST THAT REPRESENTATIVE TO THEN CONNECT THE DOTS AND MAKE IT HAPPEN."

Additionally, processes need to be clarified so campus partners understand how the work is prioritized and completed. Currently, participants can feel as though they're *"always in a queue"* causing them to take shortcuts or do things on their own. The need for transparency into how a project is implemented can be done through regular meetings with campus partners, documented project plans and a dedicated project manager. Each project must include a systematic process to gather and prioritize user needs. Then, tools such as user surveys, focus groups and data aggregations through Splunk or myFSU Business Intelligence can be used in conjunction with prioritization and design decisions. This data-driven design can provide a backbone to how projects are vetted and sequenced, ultimately creating a more streamlined and transparent process to our customers.

There is also widespread frustration with the ITS case management system, with 18 of the 27 listening sessions recounting negative experiences. To begin, individuals don't know how to correctly assign tickets, which is a *"persistent"* issue. The categories in the dropdown menus don't make sense, and people feel they are created for ITS, not users. As a result, multiple people mentioned that support requests often get lost or are passed around from person to person. *"I'd love it to be routed to someone who actually knows what they're doing with that issue."* During this process, there is little to no follow-up with the customer to let them know the status of their support request and people feel they have to *"wait forever." "I have to send multiple reminders … At least respond to tell me we received your email."* As such, a number of respondents stated they prefer to receive ITS support from a phone call because submitting a ticket *"just doesn't seem very customer service friendly."*

"WHEN I SUBMITTED MY FIRST SERVICE TICKET IT WAS BOUNCED AROUND DIFFERENT PLACES, AND I TOLD THE FOLKS IN THERE, 'IF I WERE TO MAP THIS ON THE WALL, IT WOULD LOOK LIKE SOMEONE THREW SPAGHETTI UP AGAINST THE WALL.'"

To alleviate tensions with the case management system, customers would like to see case categories undergo a user-centered redesign as well as better internal training for support staff on maintaining open communication with customers and properly rerouting tickets. Long term, there is interest among staff to expand the university's customer relationship management system (CRM) into a university-wide solution for tracking student touchpoints. This holistic view of student interactions across university units would integrate data from several third party systems and create a reliable system of engagement.

"SOMETHING WHERE I CAN ALWAYS GO AND LOOK UP THAT INFORMATION."

Finally, to further simplify ITS processes for service and support requests, staff recommended streamlining ITS forms. Currently, ITS has numerous online and paper forms for requesting services, including online repair tickets (RNs), technology service requests (TSRs) and enhancement request forms. *"Forms drive me nuts."* Integrating the forms into one user-friendly digital interface would help streamline ITS processes.

"THE FORM ITSELF IS FRUSTRATING TO ME BECAUSE HERE WE ARE ITS AND WE DON'T HAVE AN EASY FORM ONLINE. IT'S A WORD DOCUMENT THAT YOU HAVE TO FILL OUT WHICH JUST SEEMS LIKE TAKING SO MANY STEPS BACKWARDS … IT SEEMS ARCHAIC."

Continuous Support

How do I get help? This question encapsulates the final thematic issue identified by people at every level and in every discipline of the university. When it comes to assistance with university technology, people are not getting the level of support they need.

"IT IS SUPPOSED TO BE SUPPORTING US. NOT US BEGGING IT FOR HELP."

The current ITS support model doesn't give the FSU community the resources they need to be successful, nor does it provide technical users access to advanced support. Also, individuals feel they encounter inconsistent customer support experiences across the ITS organization. "*It depends on the unit, and it also depends on the personnel and the leadership.*" Some individuals have found direct contacts within ITS who provide great customer service and route their concerns wherever they need to go, while other users have had subpar customer service and feel that ITS can be *"dismissive"* or close tickets without an adequate solution. Contributing to the issue are what individuals describe as *"confusing"* case management categories and inconsistent processes for addressing support requests. ITS needs to find a way to foster consistency in support procedures and create a culture of ongoing support to better help people overcome technical hurdles.

"WE ARE STARTING TO RESEMBLE COMCAST OR AN AIRLINE, WITH HELP DESK FOLKS OPTIMIZING TICKET CLOSING RATHER THAN UNDERSTANDING AND SOLVING USER PROBLEMS."

The participants identified a gap in training offered for ITS tools and technologies. Participants in 22 listening sessions mentioned the desire to have an ITS knowledge base. They describe an easily-searchable online resource they can reference 24/7 to self-troubleshoot issues and draw from institutional knowledge to find best fit solutions, "a *website where I can type in the search term … and it will show me options.*" The knowledge base would serve as a hub for information about ITS services, and suggestions for additional content include IT communications, presentations from IT professionals meetings, change logs of software updates and contact information for individual services. An overall redesign of the ITS website, including a reorganization of the ITS service catalog to be more intuitive and customer-facing, would also help customers identify and learn about available ITS services.

"IT WOULD BE GREAT TO KNOW EVERYTHING THAT I COULD DO. THERE ARE SO MANY POCKETS OF THINGS THAT I DID NOT DISCOVER. … I HAVE BEEN HERE SEVEN YEARS, AND THERE ARE THINGS THAT I'VE JUST DISCOVERED THIS YEAR THAT ITS HAS BEEN DOING FOR YEARS."

In addition to a knowledge base, individuals want enhanced training resources and offerings for ITS services. This training would include just-in-time sessions on relevant university issues, such as phishing and password resets, as well as demonstrations of new tools and technologies. Training should be provided in a variety of formats to meet different learning styles, including online tutorials, mobile learning, video recordings and in-person sessions. The importance of multiple training formats is best expressed by this quote: "*If I'm already uncomfortable using the computer, how do I look at the tutorial and learn about how to do it.*" In-person sessions could follow a flipped classroom model, providing content ahead of time and using in-class time to answer user questions.

"TRAINING OUR EMPLOYEES ON IT KNOWLEDGE IS AS IMPORTANT AS USING IT, AND I FIND THAT TO BE VERY, VERY FRUSTRATING."

Technical partners voiced their need for an elevated level of support that lets them bypass the general user help line. College and department IT staff say *"it's frustrating to not really be understood"* when talking to support staff at the ITS Service Desk. They feel that ITS is designed for *"the lowest common denominator"* and doesn't take into consideration units with well-developed IT groups. This sentiment is best exemplified by this quote, *"Letting me have a different line to stand in would be kind of neat. I don't mind standing in line. I don't necessarily want it to be the only line."* To address this, an audience-targeted support team should be created within ITS to fast-track technical users to an elevated level of support. Then, instead of "*going through five layers of bureaucracy … I can just talk to the person that can fix my problem.*" This support team would be staffed with specialized technicians who are equipped to provide highly technical support to IT power users at FSU.

"WHAT I NEED TO DO IS TALK TO A HIGHER-LEVEL PERSON…TO HAVE AN INGRESS POINT INTO THE SUPPORT WORKFLOW THAT ISN'T AT THE VERY BOTTOM RUNG."

Faculty Themes

Faculty have a unique set of needs when it comes to technology. As faculty, the primary objectives are to teach classes and conduct research, but the administrative aspect of teaching and research is also substantial. Walking the tightrope between these disciplines requires a substantial coordination of technical skills and resources that presents distinct challenges.

The VOC campaign included 16 one-on-one interviews with faculty members representing a variety of disciplines from 10 colleges. A survey was also distributed to the FSU Faculty Senate. Questions ranged from asking how technology is used in their current role at FSU to what their perceptions are of ITS. Upon compilation of all responses, three main themes quickly became apparent.

- Need for data management resources
- Lack of faculty onboarding
- Desire to use external resources

Among faculty, there is an immense need for technology in the support of day-to-day tasks, but a noticeable deficit of knowledge or training on technical resources available at FSU. To fil this gap, faculty have found their own solutions to technical challenges, often preferring to use external resources over FSU-provided services. There are conflicting tensions, with faculty eager and willing to partner more closely with ITS on certain aspects, but concurrently distrustful of ITS and wanting to maintain autonomy in other domains.

"ITS COULD FEEL LIKE MORE A PART OF TEACHING AND LEARNING. AND IF WE WERE ALL KIND OF WORKING TOGETHER TOWARDS THAT GOAL AND NOT JUST ON HARDWARE AND SOFTWARE, THEN WE WOULD BE BETTER ABLE TO COMMUNICATE WITH EACH OTHER."

Data Management

Data is everything to faculty and researchers. They spend millions of dollars and hundreds of hours collecting it, and they want to know it is secure when it needs to be protected and available when it needs to be shared.

One of the issues expressed by nearly 90 percent of faculty members, regardless of the discipline, was the need for a way to store data that enables them to share and collaborate on files in real-time. Data sharing needs to occur with colleagues and the Sponsored Research Administration at FSU as well as researchers and data centers worldwide, while still maintaining security and compliance with regulations and accessibility guidelines.

"HOW DO WE GET DATA TO OTHER RESEARCHERS OR OTHER UNIVERSITIES? WE WANT TO SHARE OUR DATA."

Currently, researchers use an array of file storage solutions. As reported in the faculty survey, 60 percent of respondents use commercial products, such as Google Drive and Dropbox, for data storage and transfer. Other faculty members use outdated and significantly less secure methods, such as burning DVDs or hand delivering external hard drives to colleagues. Some have even

cobbled together solutions using Canvas or other tools meant for other purposes to accomplish this task.

"DROPBOX AND GOOGLE DRIVE WORK A LOT BETTER THAN ANYTHING WE OFFER HERE."

The main reasons said faculty use alternate products over FSU-supported resources is due to either unawareness of internal resources or dissatisfaction with FSU options. There is a knowledge gap among faculty, and many researchers simply don't know where to store materials on FSU systems or how to move files electronically around the university. Short term, faculty would benefit from targeted communications educating them on the data management solutions available through ITS. One faculty member recommended offering consultations to help faculty learn how to manage their research protected data and introduce FSU-provided solutions.

"I WOULDN'T EVEN KNOW WHERE TO STORE IT ... WHEN I FIRST GOT HERE, I ASKED AROUND, 'HOW DO YOU GUYS ALL DO THIS?' AND EVERYONE JUST SAID USE DROPBOX. SO THAT'S WHAT I DO."

Some faculty feel the data management tools provided at FSU are not user-friendly and are lacking necessary collaboration functionality. Half of faculty participants have had negative experiences with SharePoint, stating it *"doesn't sync across devices well"* and *"has a steep learning curve."* Part of this discomfort could be alleviated by adding more staffing resources to support SharePoint and training faculty on site setup and use. FSU Dropbox sees more use, but users don't like that the files are temporary. None of the resources provided by FSU seem to adequately and reliably satisfy the need for real-time collaboration and syncing, and faculty want to be confident that FSU storage solutions are compliant with the research community's stringent data storage rules. ITS needs to prioritize to support tools that enable collaboration and foster the strategic growth of research.

"SO, WE HAVE TO HAVE A WORKING SPACE. IT'S LIKE OUR SCRATCH DISK AND THEN EVERYTHING ELSE IS LONG-TERM STORAGE."

Faculty Onboarding

There is no technology-related manual for getting started as a faculty member or researcher at FSU. Yet there is still an expectation of faculty to quickly adopt a diverse set of technologies to set up classes, commence research, create websites and more.

"THERE WAS NO 'HERE'S A COMPUTER.' IT WAS LIKE 'HERE, YOU GO. HERE'S YOUR OFFICE.'"

A common theme in the majority of conversations with faculty was that they do not feel they are getting the onboarding support they need—technology or otherwise—when they arrive at FSU. Oftentimes, they are responsible for coordinating equipment purchases, login access and more, and there is *"no guidance"* and no explanation of the resources available to them. Thus, faculty are often not aware of the software and support services provided by ITS and do not know where to go to find more information. As expressed in a listening session, having to figure out these technical solutions on their own can create major obstacles for faculty.

"IT'S NOT EFFICIENT. SO SOME OF THESE THINGS I DON'T HAVE TIME TO FIGHT, TO GET THINGS THAT I THINK SHOULD EXIST."

To address this issue, several faculty members recommended ITS develop onboarding training tailored to faculty and technology. "*Educate us on what we should be looking at you guys for."* The training could be delivered in a variety of formats, both online as part of the aforementioned knowledge base and at annual in-person roadshows at department meetings. The presentation would cover all faculty-relevant resources provided by ITS, including the Research Computing Center, FSU Dropbox and the web content management system. ITS should also have a presence at the new faculty orientation held every fall. Longer term, some faculty suggested offering efficiency analyses, where ITS observes a faculty member's work and proposes personalized suggestions on ways to save time using available technology. ITS could also do a general study of onboarding at FSU and find additional opportunities to get involved in the process.

"WHEN I FIRST CAME I DIDN'T REALIZE THAT WE HAD THE RESEARCH COMPUTING CENTER. I DIDN'T KNOW WHAT THAT MEANT. I ALSO DIDN'T KNOW HOW THAT WAS CONNECTED TO OTHER THINGS, AT ALL."

External Resources

Research has proven that for every action, there is an equal and opposite reaction. Faculty are divided between an interest in using FSU-provided resources and a desire to maintain autonomy.

Numerous faculty members mentioned their preference to use non FSU-supported resources for tasks such as video conferencing, website hosting, data storage and mass emails. Commercial services such as Google Drive and Dropbox were often referenced for their ease of use. Personal computers are also heavily used by faculty for convenience and administrative rights control.

"I STORE THE VAST MAJORITY OF MY MATERIALS IN GOOGLE DRIVE."

In addition, many faculty are resistant to give up access to personal servers or relinquish administrative rights control of their computers. Reasons range from data security concerns over giving up local file access to specialty research software that requires administrative rights access every time it is opened. The removal of admin rights can be viewed as *"an insufferable invasion into productivity."* Alternately, several faculty members voiced their concern surrounding data recovery in the event of a disaster and expressed a desire to have centralized disaster recovery services to protect their research.

"WHAT HAPPENS IF THERE IS A HURRICANE AND EVERYTHING IS LOST? WHO IS GOING TO BE LIABLE? WHOSE RESPONSIBILITY IS IT GOING TO BE? … WE NEED TO HAVE A MORE ROBUST SOLUTION FOR DATA STORAGE IN GENERAL."

This dichotomy makes it difficult to prescribe a one-size-fits-all solution, and highlights the necessity of working with faculty members to understand and support their unique needs.

Flexibility to use outside resources should be considered, and ITS needs to close the gap of what tools the university provides to faculty and what tools allow them to get the job done. A level of trust also needs to be cultivated with researchers so they can be sure their data is safe and secure if it is stored by ITS. Ultimately, many faculty members are receptive to working with ITS one-on-one via personalized consultations to find technical solutions, but ITS has to be ready to accommodate complex and disparate research needs.

Campus Partner Themes

Campus partners are heavy users of technology. Each unit has a distinct purpose, but is interconnected to many other units. Daily administrative processes often revolve around particular software or systems that interface with other university resources, and are part of a complex web of enterprise and custom technologies.

ITS hosted listening sessions with 58 full-time staff members representing seven core university administrative divisions. Despite varied backgrounds, responsibilities and technical aptitudes, four overarching themes surfaced in the conversations.

- Issues with billing, funding and procurement
- Desire for more communications regarding technical upgrades
- Concerns about data governance
- Need for prompt support of technical enhancements

Campus partners want the day-to-day ITS interactions to run smoother, whether it is billing practices, service support or something in between. They often wear many hats and juggle many tasks, and IT responsibilities fall into *"other duties as assigned."* As such, they want these interfaces to be as seamless as possible, allowing them to focus the majority of their time on their main job. However, they rely heavily on certain software and systems and want a closer relationship with ITS in terms of upgrade communications and timely support of technical enhancements for these key systems.

Billing & Funding Model Concerns

Money can be a taboo conversation topic. However, with the ITS funding model and billing practices surfacing as a pain point for most campus partners, this is a conversation that needs to happen.

More than half of the units would like to see more central funding and a redesigned funding model for enterprise services, such as wireless. Some participants expressed concerns that items billed at a straight cost-per-unit model do not represent the true cost of materials and labor when purchasing in bulk. Additionally, one unit stated that widely-used services, such as additional wireless access points, should be provided by the university and not come out of departmental budgets. *"Something like wireless for students and Housing shouldn't cost millions of dollars. It shouldn't."*

"IN FACT, I THINK THAT WE CAN SAVE THE UNIVERSITY MONEY. AT THE END OF THE DAY ALL THE MONEY COMES FROM THE SAME PLACE ... IF WE WORK TOGETHER, THE MORE WE CAN BECOME MORE EFFICIENT. WE CAN SAVE MONEY AND TIME."

Additionally, when examining individual bills, a portion of the participants brought up concerns about incorrect charges and assessed fees, stating that ITS billing is *"way wrong."* Bills are often pages upon pages, difficult to interpret and include *"fees for everything."* This lack of transparency causes people to question what they are actually paying for. "*When you have large departments and a bazillion phone numbers, just knowing what we are paying for is sometimes*

problematic." In addition, a couple units mentioned being back charged for ITS services and having to come up with sums of money on short notice. Developing streamlined billing procedures and clear documentation can not only decrease confusion with monthly statements, but also restore trust in ITS billing practices.

"WE NEED ANOTHER BILLING MODEL. SOMETHING THAT MAKES MORE SENSE, SOMETHING MORE TRANSPARENT AND SUSTAINABLE AT THE END OF THE DAY."

Although outside the purview of ITS, a related challenge is the procurement of technologies at FSU is frustrating. Although participants understand this concern stems from Procurement Services, ITS is absorbed in their frustrations because the purchases causing the biggest pain points are those for technology systems. Departments find it difficult to purchase needed software, stating they *"feel [Procurement] is doing their job to stop me from buying it, not to help me buy it."* In addition, several participants voiced their aggravation with the time it takes to go to bid or put out an invitation to negotiate every time a current system comes up for renewal. "*Why isn't our time considered money in terms of procurement?"* Partnering with Procurement Services to advise on technology purchases and develop clear policies for technical purchases would help simplify and expedite the current process and could be beneficial university-wide.

"IT IS PAINFUL. IT IS A ROADBLOCK. PROCUREMENT WILL CHANGE THE RULES AND NOT TELL ANYBODY UNTIL YOU GO TO DO THINGS—THE SAME THINGS THE SAME WAY YOU DID A MONTH AGO—AND THEY TELL YOU THAT, 'NO, THAT'S NOT HOW IT WORKS ANYMORE.' ... IT'S A VERY LONG, DRAWN OUT PROCESS."

Maintenance & Upgrades

In order to keep up with the rapid pace of technology, software and systems are constantly undergoing maintenance and upgrades. Unfortunately, this revolving door of change makes it difficult for end users to keep up.

There is a perception among campus partners that ITS systems are regularly "*going down for repairs*". While outage fatigue was mentioned by a few participants, the bigger issues are campus partners sometimes don't feel they are given advance warning about the upgrades, nor are they always invited to the table to discuss how upgrades will impact their business operations.

"IT'S NOT THAT THE CHANGE ISN'T COMMUNICATED, IT'S NOT THAT THERE ISN'T ANY INFORMATION GIVEN ABOUT WHAT THE IMPACTS MIGHT BE, BUT SOMETIMES YOU DON'T REALLY RECOGNIZE THE FULL IMPACT UNTIL IT ACTUALLY HITS YOU."

To overcome this issue, first and foremost, campus partners want to be at the table when ITS is planning and discussing major changes. As expressed by one participant, the current perception is that ITS is going to make the changes they want and "*decisions are made before being discussed by a lot of people.*" Hosting a pre-release impact meeting to give campus partners a chance to weigh in on changes and the level of impact individual changes will have on their operations makes units feel included and alleviates potential issues before they happen. In reference to the Campus Solutions 9.2 upgrade, one participant stated that "*having all the*

representatives there to talk about the upgrade and what changes on one stream were going to impact the others was very valuable."

"WE DON'T HAVE TIME TO SEE WHAT THE NEW FUNCTIONALITY IS... I HAVE NO IDEA OF THE OPPORTUNITIES WE'VE MISSED BECAUSE WE CAN'T LOOK AT STUFF."

In addition, participants suggested ITS *"provide lots of training opportunities for changes."* One recommendation is to set up an hour or two of dedicated training by a subject expert to showcase a new tool or feature and how to use it. This training could be compiled in the aforementioned knowledge base where individuals could access it as needed. Additionally, information about upgrades and changes should more clearly outline what ITS is doing and what users need to do.

"IS THIS SOMETHING I NEED TO DO? IS THIS SOMETHING THEY'RE DOING? YOU KNOW, I NEVER REALLY KNOW WHERE THE LINE IS. SO KIND OF MORE CLEARLY COMMUNICATE WHAT IS EXPECTED."

Data Governance

Within ITS we are responsible for 3.1 Petabytes of data—student data, employee data, research data and system-related data—all protected within our robust storage and compute infrastructure. It is a complex, interwoven network of data that we have to ensure we keep secure.

"HOW DO WE MAKE SURE THE DATA IS SECURE? HOW DO WE THINK ABOUT THE DATA LONGEVITY AND THE LIFE CYCLE OF THE DATA SO THAT WE HAVE A SOLID DATA MANAGEMENT PLAN TO MAKE SURE THAT ALL THE DATA IS ACCESSIBLE TO THE RIGHT PEOPLE AND IT'S DELETED WHEN IT NEEDS TO BE DELETED IT?"

ITS serves as the custodian for the university's protected data. It is up to us to ensure the proper safeguards are in place to prevent data breaches or weak spots in our technology infrastructure. As FSU integrates with more and more systems, we have to be confident that we know who has access to our data and that we are taking the necessary steps to improve the university's cybersecurity posture.

"FRANKLY, WE DON'T HAVE ALL THE TOOLS THAT WE NEED TO BE ABLE TO DO [THE SECURITY AND PRIVACY] JOB EFFECTIVELY EVEN IF WE HAD FULL COOPERATION FROM ALL OF THE USER COMMUNITY, WHICH WE DON'T ALWAYS."

Buy-in from campus partners is essential to our success. Regulating security and privacy was expressed by one unit as *"one of our biggest challenges."* Whether via group training or simply helping individuals understand the part they play in the security and privacy conversation, ITS has to make sure we are proactively facilitating security strategies. We need to speak in words that do not incite fear or confusion, but rather ensure that this is a university-wide effort to manage data.

"IF YOU WANT TO TALK ABOUT PEOPLE SPEAKING OVER YOU, GO TO ONE OF THE ISPO TRAININGS."

In addition, multiple participants voiced concern about the way student data is shared with outside vendors. When units purchase applications from third-party vendors, it is the responsibility of ITS to ensure the right precautions are in place to protect personal data. However, ITS is currently at *"at the mercy of campus purchases"* and has to double back to ensure the data is managed appropriately. Security addendums need to be added to contracts to help units understand up front any security risks with how the vendor will store data. Furthermore, processes that encourage units to consult with ITS before making purchases should ensure more comprehensive data mapping to clarify and track what systems contain which data points.

"PEOPLE ARE GOING OUT AND SIGNING CONTRACTS WITH VENDORS, AND THERE'S NOT A CONSIDERATION FOR SOME SECURITY STUFF THAT HAS TO BE IN IT ... AND THEY HAVE UNREALISTIC IMPLEMENTATION DATES THAT DON'T TAKE INTO CONSIDERATION OTHER PRIORITIES OF THE UNIVERSITY. AND SO NOW YOU'VE GOT A CONTRACTUAL OBLIGATION THAT'S BUTTING UP AGAINST OTHER CONTRACTUAL OBLIGATIONS, AND, OH, BY THE WAY, YOU HAVE SERIOUS SECURITY ISSUES IN WHAT YOU JUST SIGNED."

Enhancements & Innovation

Innovative. Cutting edge. Latest and greatest. These are words often used to describe technology. Conversely, campus partners described ITS as *"slow"* and *"inflexible"* and expressed a strong desire to see ITS support more progressive technologies.

"THE BELIEF IS THAT WHEN I HAVE TO GET ITS INVOLVED, IT TAKES A WHILE FOR THEM TO GET TO IT."

Participants in numerous listening sessions noted that it takes a long time to get new services or applications set up. This topic came up in multiple conversations, and the two most cited examples were the university's transition to a new document management system and customer relationship management system. Some units have reported waiting times of more than 18 months to be onboarded into new ITS systems. These delays can create significant inefficiencies for units as they limp along on outdated systems.

"I WAS CLEANING UP SOMETHING THE OTHER DAY AND I HAD NOTES FROM A CONSULTANT IN 2012, BUT I SAW AS I LOOKED THROUGH IT ... STUFF THE CONSULTANT TOLD US IN 2012 THAT WE'VE NEVER BEEN ABLE TO IMPLEMENT, AND THAT'S WHAT FRUSTRATES ME."

There is a perception that ITS is disinclined to adopt innovative technologies, such as virtual reality and chatbots, and reluctant to coordinate data integrations with specialized departmental software. Several staff members referenced purchasing software that was needed for their unit, only to hit a wall when it was time to stand it up and get it working with university systems. This sluggish business model is "*not always conducive to functional or academic units."*

"I NEED HELP. BUT THAT'S BEEN A HUGE CHALLENGE FOR US. AND THEN WHEN WE THINK OF WAYS TO BE MORE PROGRESSIVE, WE ARE MET WITH ROADBLOCKS BECAUSE I DON'T THINK THEY'RE COMFORTABLE VENTURING OUT."

To alleviate these pain points, campus partners would like to see a clearly communicated enhancements process and more transparent list of requested projects. A clear outline of how to request enhancements followed up with visibility into where requested enhancements fall in the list of ITS priorities would help units manage their own project timelines and expectations. Another recommendation is to employ a senior integration expert for the entire university, someone who ensures data integrations can meet unit timelines and work properly for new systems without breaking university policies.

"I WOULD SAY IT WOULD BE GREAT TO HAVE A SENIOR INTEGRATION EXPERT FOR THE ENTIRE UNIVERSITY THAT I CAN GO TO IT AND SAY, 'HEY IS IT OK IF I BRING THIS TECHNOLOGY ON? IS IT GOING TO BREAK ANYTHING? ARE WE BREAKING ANY KIND OF POLICIES?' BECAUSE THERE ARE TIMES WHEN I HAVE THOSE QUESTIONS THAT THERE DOESN'T REALLY SEEM TO BE ANYBODY WITH ANSWERS."

Equally important is the need to set and manage expectations of what ITS can deliver. ITS needs to clearly communicate what the expectations and the level of support provided should be. Open conversations about ITS capabilities, clearly defined service level agreements and published service standards would set the stage for reasonable ITS deliverables. In addition, campus partners would like to see regularly updated project plans and timelines from ITS to follow the status of requests and projects once approved.

"IT'S A LITTLE CONFUSING, LIKE EXACTLY WHAT SHOULD MY EXPECTATIONS BE FOR ITS?"

Student Themes

Students live and breathe technology. The traditional FSU undergraduate student is from a generation that grew up in an always-on technological environment. Technology isn't a tool for them, it is a part of life, as much as the sun, the sky and YouTube.

ITS talked with 50 students in a series of listening sessions and impromptu interviews. These students, who were a blend of undergraduate and graduate students from various colleges and schools, articulated three common themes.

- Expectation of seamless technology experience
- Need for faculty training on instructional technology
- Desire to use exciting and innovative technologies

Students demand technology to be there, from utility-grade wireless to cutting-edge 3D printing, no questions asked. Access issues and hiccups in classroom technology are huge inconveniences to them, while virtual reality and 3D printing are expected. To maximize their student experience at FSU, ITS needs to make basic technology infallible and emerging technologies accessible.

"TECHNOLOGY IS FUNDAMENTAL TO LEARNING HERE AT FSU."

Seamless Experience

Gen Z. Digital natives. Most of our students have known nothing but a connected life, and they expect this digital fluency to continue when they arrive at FSU.

Technology is a central aspect of students' daily lives. Therefore, students simply want technology to be reliable and seamless throughout every interaction. They want to be successful at FSU without ever needing to worry about technology. For the most part, students consider FSU technology to be *"convenient"* and *"user-friendly."* However, when students encounter access issues or Wi-Fi dead zones, these are the types of inconveniences that cause the most frustration. Having Wi-Fi, systems, apps and devices work properly and efficiently was a baseline, necessary expectation of students.

"I MEAN I DO THINK WE HAVE A LOT OF APPS AND TECHNOLOGY LOCATED THROUGHOUT CAMPUS TO HELP US. BUT MAYBE SOMETIMES IT IS BEING SLOW OR NOT WORKING SO … IS IT THERE? YES. BUT DOES IT MAYBE NEED TO BE MAINTAINED A LITTLE MORE OFTEN? YES."

Both student listening sessions discussed university Wi-Fi. Some students mentioned hit-or-miss coverage in certain areas of campus or repeated issues with automatically connecting to the FSUSecure network. However, the overall consensus was that FSU wireless is reliable, except during peak usage times such as the first day of class, class registration or final exam week. These ill-timed interruptions and outages are problematic for students and hinder their ability to be productive when time is most critical. Thus, stabilizing the existing infrastructure is essential before bringing on new technologies.

"DURING COURSE REGISTRATION LIVING ON CAMPUS, EVERYONE WOULD TRY TO LOG ON AT THE SAME TIME ... AND SO IT COULD BE FRUSTRATING AND CLASSES WOULD DISAPPEAR THAT YOU WANTED. AND SO I DON'T KNOW, MAYBE HAVING MORE ROUTERS OR SOMETHING IN THE RESIDENCE HALLS FOR THE WI-FI, JUST TO MAKE THE CONNECTION A LITTLE BIT SMOOTHER OR NOT AS BUSY."

Overall, students seem to have a good experience with technology. However, many upperclassmen and graduate students did mention how it took them years to figure out what technology was available to them as students. Several students noted specific software programs they recently discovered that have allowed them to further their educational experience. As a result, students expressed an interest in being made more aware of what is available to them earlier in their collegiate career. Communicating and advertising what all FSU has to offer via a large-scale awareness campaign on popular student channels would allow more students to utilize tools for success.

"I THOUGHT IT WAS DIFFICULT TO KNOW THAT [SOFTWARE/PROGRAMS] WERE THERE. COMING IN AS A FRESHMAN, I HAD NO IDEA THAT ALL THESE OPTIONS WERE AVAILABLE TO ME UNTIL I STARTED WORKING, AND THEN I FOUND OUT."

Classroom Technology

Faculty are teaching students how to become professionals in their field, but sometimes students are left wondering who's teaching faculty how to use classroom technology.

With the understanding that the university's main objective is to teach students and help them achieve their goals, it is essential to make sure technology is being used efficiently in the classroom. Many students commented on how their professors are *"not aware"* or "*do not understand"* how to use available classroom technology, such as projectors, smartboards or classroom computers.

"I THINK A LOT OF PROFESSORS ARE NOT UP TO DATE WITH THE TECHNOLOGY IN THE CLASSROOM. A LOT OF THEM DON'T KNOW HOW TO WORK BOTH SCREENS OR PROJECTORS. I THINK THAT MESSES UP A LOT OF STUDENTS WHO DO BETTER WITH VISUAL LEARNING."

Students expressed how professors sometimes become frustrated that they are spending class time trying to get the technology to work, which leads them to give up on it and *"just move on."* This is especially problematic in large lecture halls, when simply zooming in on a document or adjusting the lighting would make the course materials visible to everyone. Basic instructional technology training for professors or a simple *"five-step"* resource guide posted in lecture halls were suggested by students as solutions.

"MAYBE LIKE A LAMINATED PAPER THAT'S ON THE DESK WHERE THEY CAN LOOK AT IT AND IT WILL BE LIKE, 'THIS IS THE BUTTON TO PUSH.' ... I THINK A LOT OF PROFESSORS, LIKE THE ONES I'VE HAD PARTICULARLY, ARE VERY OLD SCHOOL."

Innovation

Cutting edge is the new norm. Innovation and new technologies around the university are not just a nice-to-have, but an expectation of students' college experience.

This theme has a similar tone to that voiced by campus partners. Students are aware that technology is constantly changing and are eager to explore new technologies. Several students mentioned how they appreciated FSU's initiative to stay up to date with current technology, like the 3D printers found in the Innovation Hub.

"MY FAVORITE PART ABOUT THE INNOVATION HUB WAS WHEN THEY HAD A DIGITECH FAIR AND I WAS ABLE TO GO AND USE 3D PENS AND SEE HOW 3D PRINTING WORKED."

Students also consistently discussed the desire to add charging stations around FSU for their devices. One student noted that the College of Engineering has already implemented charging stations into the building and "*they are used very often.*" With a variety of devices being used to support academic success, students need their laptops, iPads, cellphones and other devices charged throughout the day.

"CHARGING STATIONS ARE A REALLY GOOD IDEA BECAUSE EVEN HERE IN THE INNOVATION HUB, OUTLETS ARE DIFFICULT TO FIND."

Innovative technology can also be used to make ITS more accessible and support students when problems occur. Almost all of the students interviewed mentioned ITS is not the first place they go when they have a problem. Instead, they typically rely on Google searches and numerous user attempts to address their own concerns. One suggestion by students is to create an ITS chatbot, a place where students can ask a technology question and have an answer pop up or direct them to a webpage with more information.

"MAYBE MAKE IT EASIER FOR STUDENTS TO CONTACT YOU GUYS. MAYBE AN APP WITH LIKE A CHATBOT OR SOMETHING TO WHERE ITS IS MORE ACCESSIBLE. MAKE IT MORE KNOWN HOW TO GET IN CONTACT WITH YOU GUYS TO HELP OUT WITH OUR ISSUES."

ITS

ITS is powered by 400+ employees who manage everything from networking and enterprise systems to high performance computing and student computer repairs. In addition to supporting technology at FSU, our staff members have unique thoughts and perceptions about university technology.

As part of the VOC campaign, ITS employees were invited to participate in a survey to provide their thoughts and feedback regarding ITS. The survey collected internal perceptions that were reviewed and compared against what the FSU community had to say, and three main themes emerged.

- Need for greater internal communication
- Gap in employee training and development opportunities
- Disparity in ITS self-image compared to university perception

ITS employees echoed the university community in their desire to have more communication to keep abreast of ITS initiatives and more training to help them grow as professionals. However, the survey took on a new perspective and identified a large gap in the department's self-image of ITS compared to the university's view.

Communication

Reactionary. Great potential. Inconsistent. Complex. These were just a few of the hundreds of attributes employees said come to mind when they think of their colleagues and the work done within ITS. While responses included positive statements, such as *"helpful"* and *"hardworking,"* many attributes that were listed focused on areas where improvements could be made, especially in the way of communication and transparency. Only 42 percent of ITS staff agreed or strongly agreed that they feel informed about initiatives and developments within ITS (Image 3). In addition, when asked what would they change in ITS and what could be done to make life better at FSU, many staff asked for more communication and more organization, and others asked for more staff and more support. With communication being a main topic of discussion, ITS should continue to look for ways to communicate ITS happenings with staff, specifically providing more information about major initiatives, project updates and ITS collaborations with other units.

"THAT'S ALWAYS BEEN A CHALLENGE. IF YOU'RE NOT PART OF ITS, AS I HAVE NOT BEEN FOR MOST OF MY FSU CAREER, YOU SOMETIMES WONDER WHAT IN THE HECK ARE THEY DOING, RIGHT? AND NOW I'M PART OF ITS AND I STILL WONDER WHAT THE HECK WE ARE DOING."
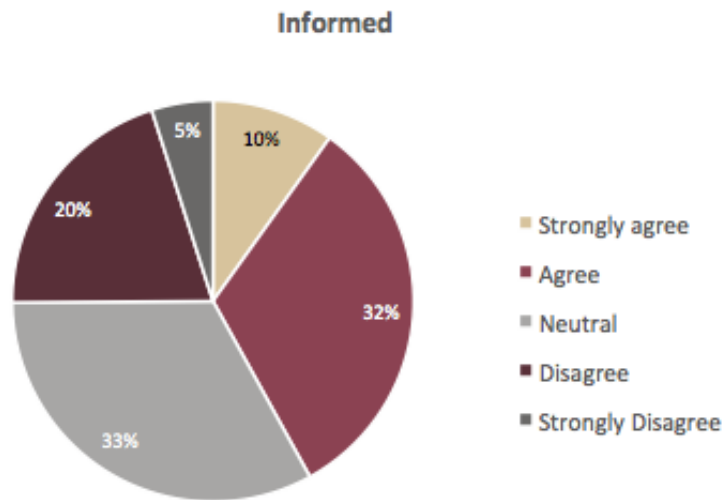
Informed

Image 3

Employee Development

Is ITS investing in its own employees? When asked about employee development, only 38 percent of ITS staff agreed or strongly agreed they were provided valuable training and development opportunities (Image 4), and only 44 percent of ITS staff agreed or strongly agreed that they received adequate training from ITS for their current role (Image 5). ITS should develop ways to offer and encourage more employee training and development programs relevant to the resources needed or when *"new tools and apps are adopted."* Role-specific training could be offered via curated playlists on LinkedIn Learning or task-specific workshops or communities of practice could be formed for similar job functions across ITS. The recently launched ITS Tech Talks series is a good start for employee development, but additional research should be conducted to identify the types of development programs employees are interested in. Placing an increased focus on training and development internally can encourage employees to grow and strengthen the ITS team.

"TRAINING FOR MANAGERS, IN PARTICULAR PROJECT MANAGEMENT TRAINING. THERE ARE A MULTITUDE OF PROJECTS GOING ON, YET MANY OF US HAVE NO FORMAL PROJECT MANAGEMENT TRAINING."
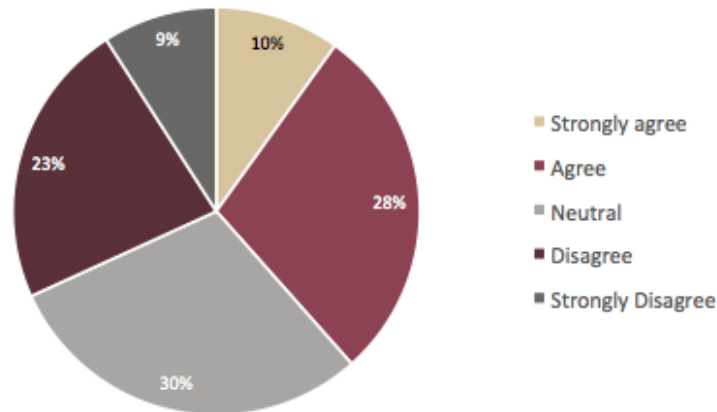
Provides Training
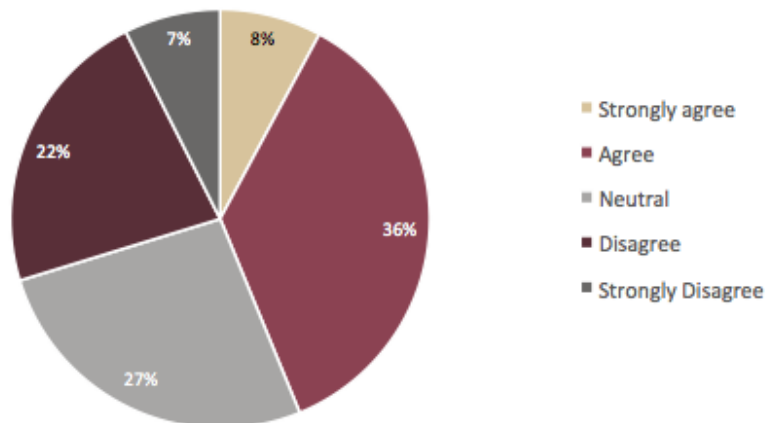

Image 4

Adequate Training

Image 5

University Perception

Among ITS employees, 64 percent of people believe that ITS provides exemplary support to the university community (Image 6) and 52 percent agree or strongly agree that ITS is in tune with the needs of the FSU community (Image 7). Interestingly, these responses are very different than what was expressed by the university community who feel that ITS overall is not aware of their needs. How do we resolve this and close the gap between perception and actuality? One aforementioned recommendation is through partnerships and collaborations. Encouraging ITS employees to get out in the field and work with more of the FSU community can not only put ITS more in tune with the pulse of the university, but also help build relationships by defining mutual benefits, goals and expectations. As noted by one ITS staff member, ITS needs to "*look through*

the lens of FSU" and *"incorporate itself into the campus lifestyle."* Additionally, this includes streamlining internal connections through work groups and transparent communications in order to build a greater sense of team and function as a more cohesive unit.

"WE SHOULD CARE MORE ABOUT WHAT CAMPUS NEEDS AND WANTS VERSUS WHAT WE THINK IS THE MOST IMPORTANT THING."
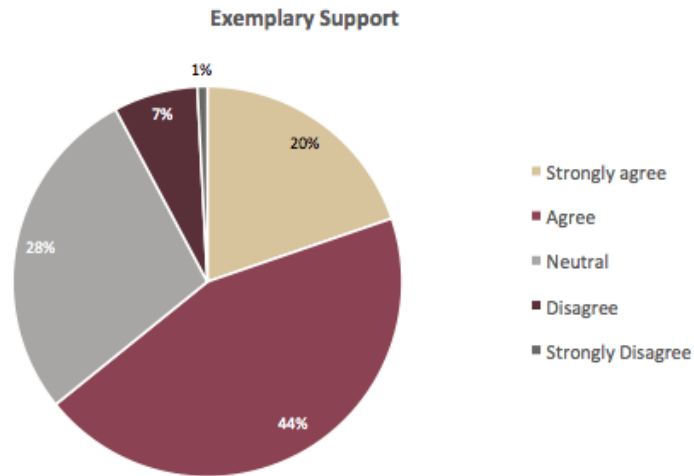
Exemplary Support

Image 6

In Tune

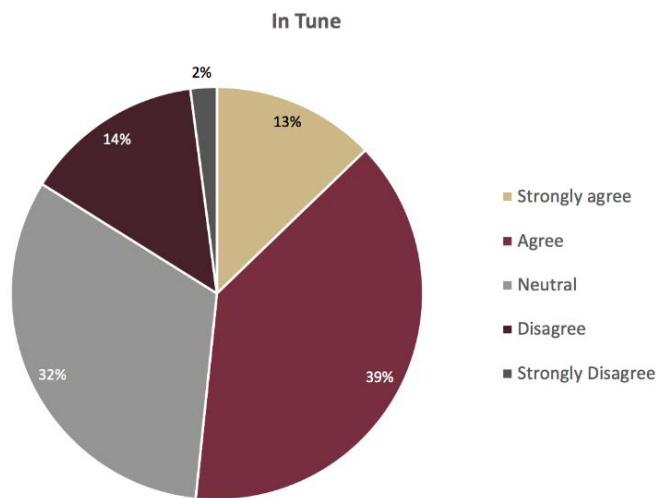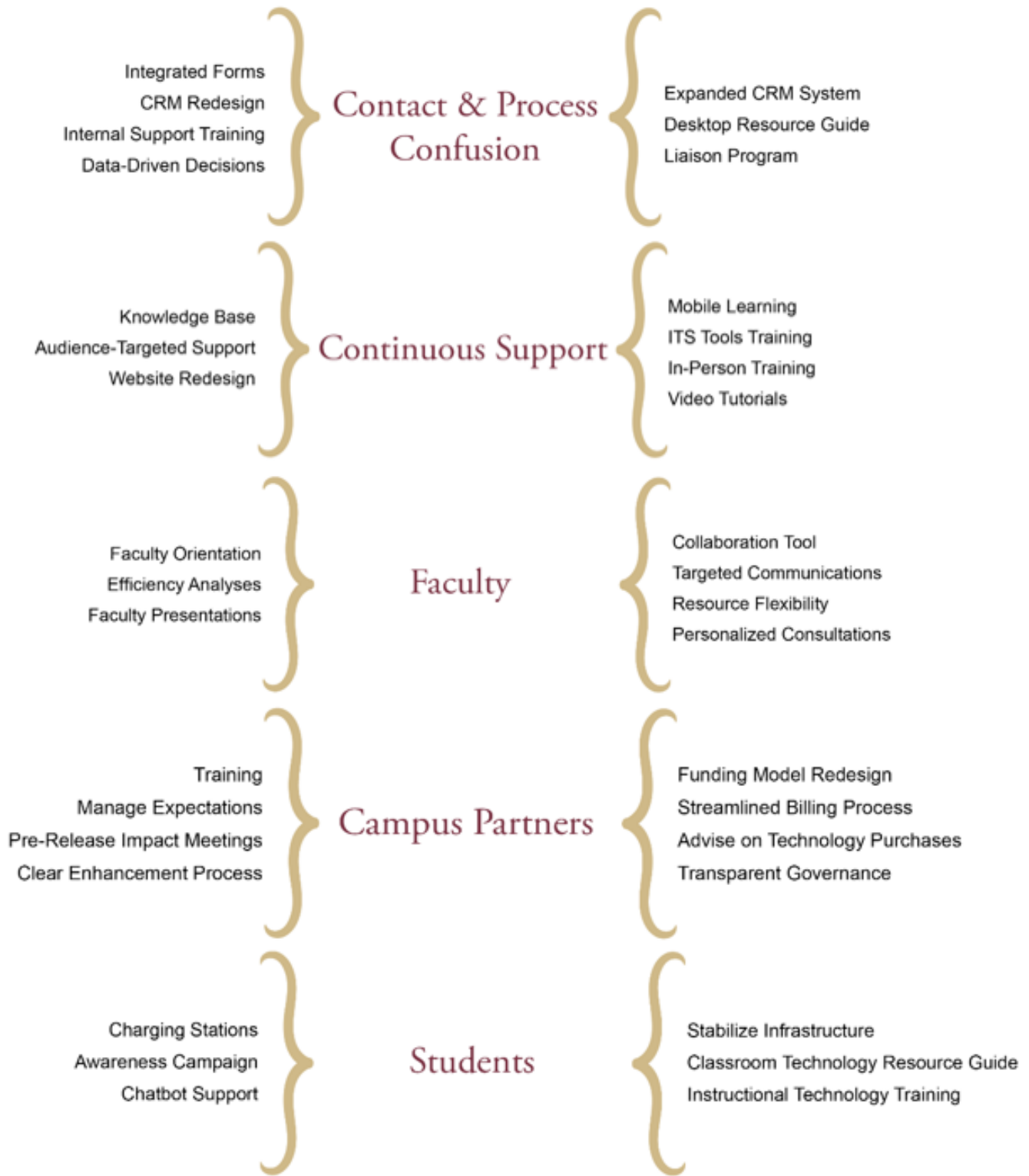Image 7

Next Steps

Make plans. Take action. Follow through. It's time for the rubber to meet the road. ITS has room for improvement, and the university community is ready for change. So where do we go from here?

"I THINK YOU FOCUS ON FLEXIBILITY AND PAIN POINTS. WHAT ARE THE PAIN POINTS THAT ARE CLEARLY TRIPPING UP THE MOST NUMBERS OF PEOPLE AND WORK FROM THERE?"

Throughout the campaign, participants provided numerous recommendations of improvements ITS can make to address the concerns and issues expressed in this report. Recommendations ranged from quick wins to enormous organizational shifts, and these ideas are described throughout the report. The amount of feedback is vast, which can feel overwhelming and potentially a bit discouraging, but as ITS starts addressing the tactics, we will begin to shift the ITS culture and see a positive change in the university's perception.

To reiterate the top recommendations the project team recommends exploring, a condensed list of suggested tactics for each thematic issue and audience-specific issue are illustrated below.

Collaboration

Work Groups	Project Manager
Vendor Database	Committee Involvement
Communities of Practice	IT Partnership Programs
Annual Conference	Needs Assessment

Communication

Transparency	Roadshows
Strategic Plan	Humanize ITS
Pop-Up Booths	Town Hall Meetings
Avoid Tech Speak	Change Management
ITS Newsletter	Working Groups
One Voice	Social Media

Contact & Process Confusion

Integrated Forms
CRM Redesign
Internal Support Training
Data-Driven Decisions

Expanded CRM System
Desktop Resource Guide
Liaison Program

Continuous Support

Knowledge Base
Audience-Targeted Support
Website Redesign

Mobile Learning
ITS Tools Training
In-Person Training
Video Tutorials

Faculty

Faculty Orientation
Efficiency Analyses
Faculty Presentations

Collaboration Tool
Targeted Communications
Resource Flexibility
Personalized Consultations

Campus Partners

Training
Manage Expectations
Pre-Release Impact Meetings
Clear Enhancement Process

Funding Model Redesign
Streamlined Billing Process
Advise on Technology Purchases
Transparent Governance

Students

Charging Stations
Awareness Campaign
Chatbot Support

Stabilize Infrastructure
Classroom Technology Resource Guide
Instructional Technology Training

Conclusion

The voice of the community says it's time for change. Time to improve ITS operations and advance the technology experience across FSU. ITS is responding by saying we are listening. More so, we are strategizing, and we are adapting.

Throughout this campaign, the project team captured the voices of more than 125 members of the FSU community. The community's appreciations, concerns and frustrations were heard, synthesized and represented in this report. Each participant falls along a continuum in regards to their current experiences and perception of ITS. It is important to keep in mind each person's perception is unique, and ITS can only strive to move in a positive direction and create an ideal user experience through each interaction in an effort to change any single person's reality.

"I REALLY APPRECIATE THE DIRECTION THAT ITS HAS GONE IN THE PAST FEW YEARS AS FAR AS MAKING MORE THINGS AVAILABLE."

The project team recommends continuing to collect data informally for the next several months to allow even more members of the university community to share their voice. This will be done through an online survey where individuals can share their experiences and perceptions. More in-depth or segmented studies can also be conducted with the collected VOC data to better understand the issues at a unit-level service or process.

"LET'S FIX THE STRATEGIC PLANNING AND THE ALLOCATION OF RESOURCES PROBLEMS THAT WE HAVE AND RESHIFT THE THINKING ... FROM 'I'M TOO BUSY. I CAN'T DO THIS.' TO 'HOW DO WE MAKE THIS HAPPEN?'"

The real work begins now. The success or failure of ITS to deliver an expanded technology experience to FSU will be determined by what actions are taken following this report. The leadership team now has the facts and current perceptions to consider how to best lead the ITS organization towards sustainable change. Once ITS leadership has a chance to review the findings and prioritize the initiatives, measurable goals should be set. These goals should be continuously monitored and updated as priorities shift. In an effort to be transparent, the university community should be updated regularly on these goals and how ITS is intentionally addressing the concerns expressed in this report.

Furthermore, this campaign should be repeated in three years to determine if there is a change in the main thematic issues or shift in the cultural concerns. A repeat campaign will ultimately understand how ITS responded to the voices of the community as well as what new ideas or challenges the community has to share in 2022 in order to continue responding to evolving customer needs.

Because if there was one persistent message that was made clear throughout the research, it was that the university community has a voice. And they are thrilled to have their voice be heard. Now, it is our turn to respond.

Appendix A

Interview Questions

1. **What is the current state of technology at FSU?**
   a. Describe your current role on campus (major role versus other duties).
   b. How do you currently use technology in your role?
   c. Of those uses, what technology services do you value the most?
2. **What are the gaps at FSU where ITS could offer their expertise?**
   a. What obstacles do you encounter when doing your research?
   b. Provide examples of how (and where) you used innovative technology in previous positions.
   c. Are there peer institutions your office/department compares themselves to or aspires to be like? How does FSU measure up in terms of technology offered and used?
3. **What are the opportunities for technology on campus?**
   a. Would you want to see technology as a partner in helping you perform research?
   b. If so, what is the top thing technology could do to assist you as a researcher?
   c. What benefits would there be if techology assisted you?
   d. What would encourage you to use or help you adopt more and new technologies on campus?
4. **What are your perceptions of ITS?**
   a. What attributes come to mind when you think of ITS?
   b. What would you change about the services or support from ITS? More or less of something?
   c. What does the ideal level of support look like? How will we know when we are successful?
5. **How does ITS handle change management and campus communications?**
   a. How do you get information about technology changes or updates?
   b. Do these forms of communication work for you? Why or why not?
   c. What technology changes have you been surprised about because they were not communicated well or you didn't know about them?
   d. What is an example of a project that was well-communicated? What factors made you feel like it was well-communicated?

Focus Group Questions

1. **What is the current state of technology at FSU?**
   a. Please say what department you are representing today; and
   b. How do you currently use technology in your role?
2. **What are the gaps at FSU where ITS could offer their expertise?**
   a. What are some obstacles you encounter with technology while doing your job?
   b. When you have an issue with your current software or technology or want something changed or enhanced, what does the process look like to get assistance?
3. **What are the opportunities for technology on campus?**

   a. If you could change anything, what would be the top thing you would change about technology on campus?

   b. There is an opportunity for a new CRM solution which would allow a unit to be able to see communication efforts from various offices and touch points for each student. Would this be beneficial to your department? How would you use this information?

4. **What are your perceptions of ITS?**
   a. What attributes come to mind when you think of Information Technology Services (ITS)?
   b. What are some examples of what ITS does well?
   c. What are some examples of what ITS doesn't do well?
   d. What does the ideal level of technology support look like? How will we know when we are successful?

5. **How does ITS handle change management and campus communications?**
   a. How well do you feel you are informed of and trained on technology provided at FSU?
   b. What could be improved to help you be more prepared for changes or new technology?

Impromptu Interview Questions

1. Please say your first name, what year you are in school (if applicable) and your role/major.
2. What words come to mind when you think of technology at FSU?
3. What does technology at FSU enable you to do?
4. If you could change one thing about technology at FSU, what would it be?
5. What technology do you wish existed at FSU?