

great expectations

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overview

- ❖ "How do we meet the expectations of users with the limited resources at our disposal?"
- ❖ Assume a large percentage of hangovers in room
- ❖ Things about users that make life difficult
- ❖ Some possible solutions

things about users that
make life difficult
(apart from no money)

I. who are our users?

Status	2008/9
Undergraduate	12,155
Postgraduate	9,067
Staff	7,748
Senior Member	4,597
College Staff	3,274
Departmental Staff	1,740
Visitor	1629
Retired	1040
Cardholder	694
Student	457
Virtual	159

II. who are our users?

- ❖ Staff
- ❖ Staff and students
- ❖ Staff and students and prospective students
- ❖ Staff and students and prospective students and alumni
- ❖ Staff and students here and elsewhere and prospective students and alumni
- ❖ Staff and students here and elsewhere and prospective students and alumni and parents
- ❖ Staff and students here and elsewhere and prospective students and alumni and parents and auditors
- ❖ Staff and students here and elsewhere and prospective students and alumni and parents and auditors and government agencies
- ❖ Staff and students here and elsewhere and prospective students and alumni and parents and auditors and government agencies and the ENTIRE REST OF

July 18, 2010, 06:37 PM ET

II. What Belongs in a 21st-Century Classroom? Faculty and IT Staff Disagree

By Sophia Li

Faculty members and information-technology staff members alike say technology is useful for teaching and learning, but professors take a narrower view of what technology belongs in today's classroom, according to a report released on Monday by the technology company CDW Government Inc.

Eighty-eight percent of the 303 faculty members surveyed said technology was essential or useful for student learning, and over 60 percent said they used electronic materials in their teaching, according to the report.

The most popular tools cited by professors were e-textbooks and online documents, with faculty members reporting far less enthusiasm for other electronic tools. Under a quarter of professors surveyed used wikis or blogs in their teaching, and only 33 percent of professors surveyed considered online collaboration tools "essential" to today's classroom, compared with 73 percent of over 300 IT employees surveyed.

That suggests an interesting gap between technology staff members and professors when it comes to how smart classrooms need to be. How wired should teaching spaces be?

'80% of active internet users will have a "second life" in the virtual world by the end of 2011' (Gartner, 2007)



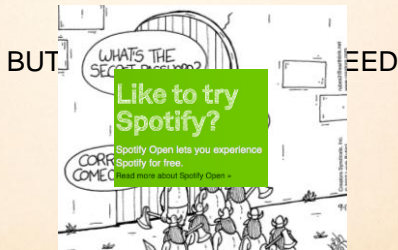
to recap so far

- ❖ There are more and more users
- ❖ They are different with different expectations
- ❖ They are not impressed anymore by anything
- ❖ They think they have the right to comment on everything

III. user-centred focus



III. users do not know everything



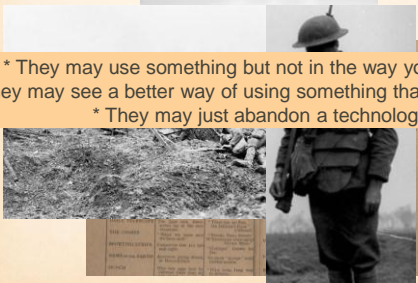
Some Examples

- ❖ 'My friend says ...'
- ❖ 'I am a senior member of the University ...'
- ❖ 'I am not a technical dinosaur ...'
- ❖ 'But surely it must be possible to ...'
- ❖ 'But what about the Cloud?'

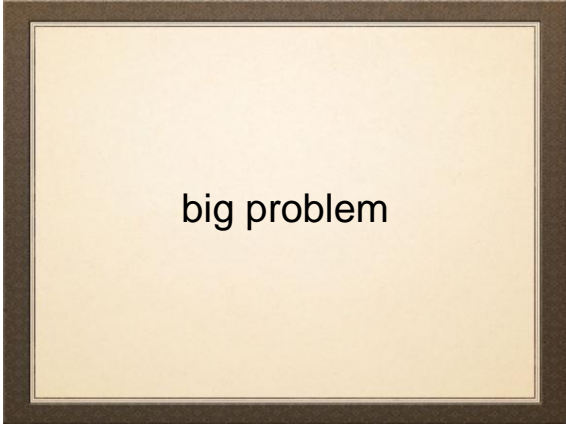
Or ...

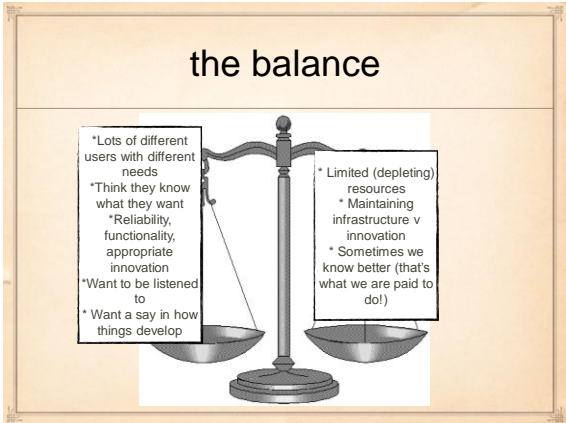
- ❖ Users look to other areas for support now
- ❖ Users want problems fixing now
- ❖ We have to tackle outdated but firmly held views
- ❖ We have to tackle unrealistic assumptions
- ❖ The jargon is now common

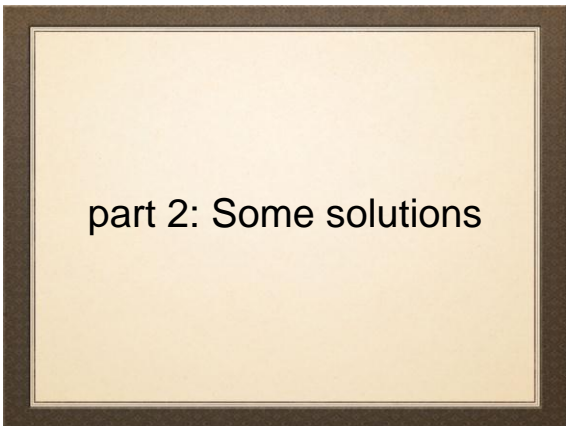
IV. Users see things differently



* They may use something but not in the way you intended
They may see a better way of using something than you imagine
* They may just abandon a technology







wants/don't want



What we all want

❖ An informed, but respectful user-base that feels a sense of ownership over the IT services we deliver, feels they can steer them in a strategic way, but under advice from the recognised experts (you), that delivers the most effective solutions against the reality of the resource allocation.

"Business and stakeholder confidence" D. Paige

I. do YOU know what keeps them awake at night?

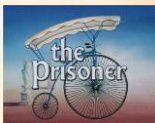
- ❖ Undergraduate
 - ❖ Postgraduate
 - ❖ Researcher
 - ❖ Head of Department
 - ❖ Administrator
 - ❖ etc
- Who is the most important?

II. Create a sense of joint ownership

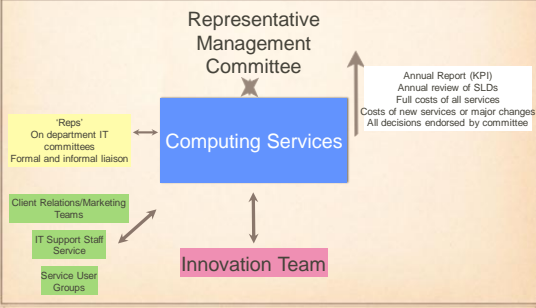
- ❖ The users must feel they have a say in how the services are run and are developing
- ❖ Must be made to understand IT is mission critical
- ❖ Leads to collective ownership of the problem
- ❖ Otherwise you are seen as a TAX that could be spent on something else by the academics, or part of the CENTRE that drains money from the academics, or both

III. we want information

- ❖ Aim for information flow to and from users
- ❖ Use their networks not just yours
- ❖ They need to know:
 - what a service does and does not do
 - what a service costs to run, develop, against market competition
 - why change requests may be rejected
- ❖ You need to know:
 - what they think of your existing services
 - what keeps them awake at night or what their main challenges/problems are



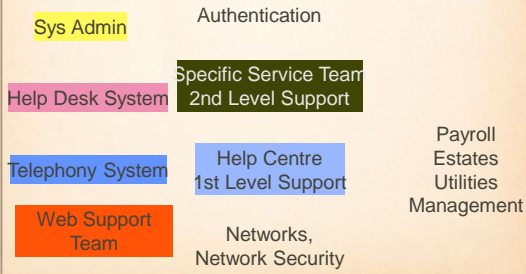
Our approach



IV. costing a service

- ❖ Not easy
- ❖ 1) Direct costs - payroll, hardware, software
- ❖ BUT staff work on multiple services so need a staff allocation matrix (% per service)
- ❖ 2) Indirect costs - costs of keeping your department going (mgt, utilities, disproportionate use of other services)
- ❖ 3) TRAC costs - estates, VC's office, etc.

Costing interdependencies



radix malorum est



A solution



ownership & information

my final thoughts

- ❖ Like the BBC you will never please everyone, so put the complaint in context ["Compliment process"]
- ❖ Get out and about - who are they, what worries them, what do they really need help with
- ❖ Show them what they have got, and what they might lose - make them think you are indispensable ["Demonstrate our contribution"]
- ❖ (Get them to) accept that 'good enough' may be good enough ["Doing to too high a quality"]
- ❖ Be flexible when you can, but firm where you have to be
- ❖ Explain everything in full, explain early and explain often ["Managing expectations through budgets"]
- ❖ They are here to teach, learn, research - they are not here to demonstrate IT systems
- ❖ We are all in this together