



**University of Wisconsin - Milwaukee
Information Technology (IT) Assessment Project
Final Report Presentation
April 16, 2001**

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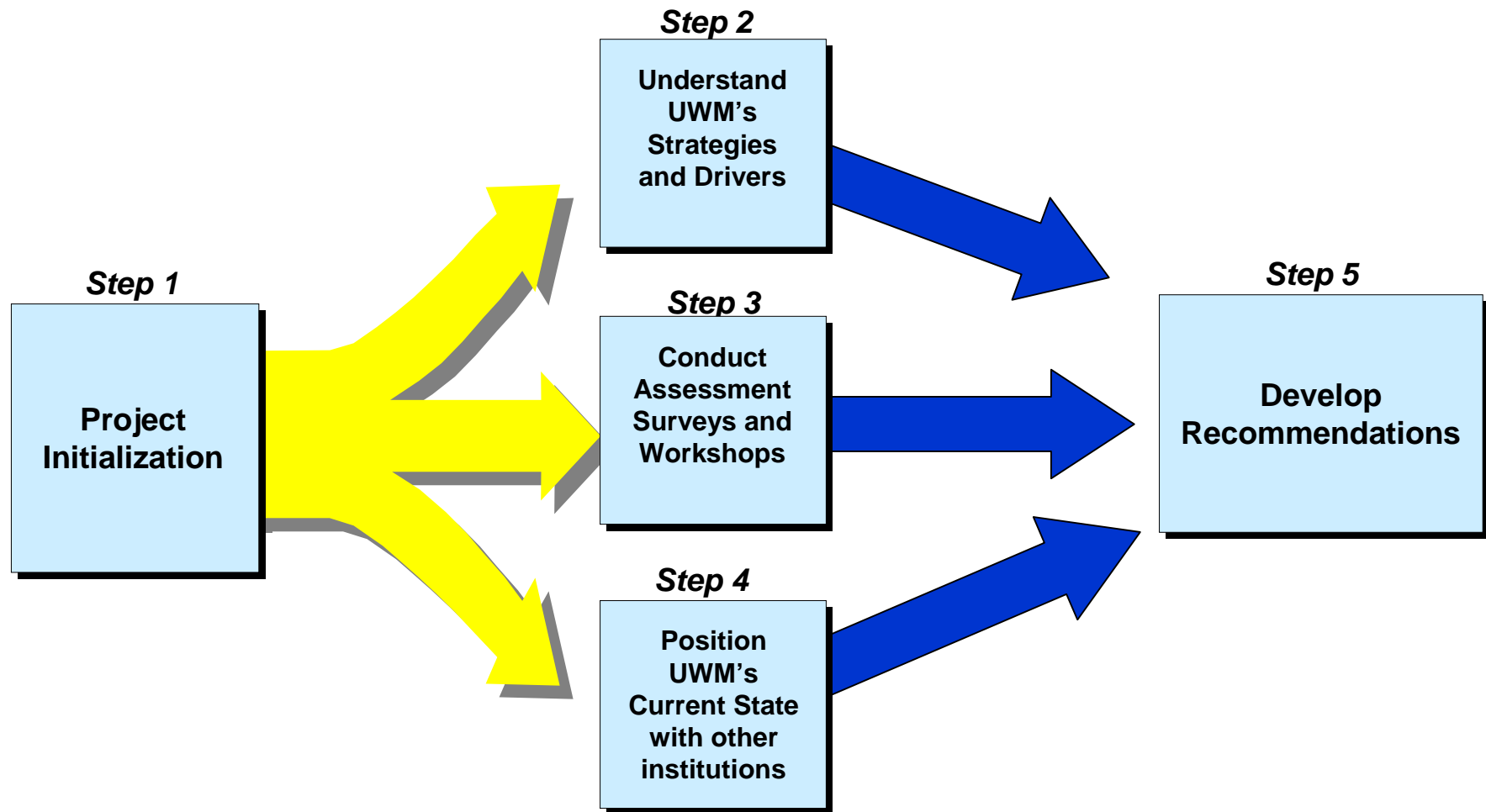
To begin defining the long-term role of IT, UWM began an Information Technology Assessment project with six primary objectives.

UWM IT Assessment Project Objectives

1. Conduct a campus-wide assessment of the information technology infrastructure.
2. Evaluate the efficiency and effectiveness of the present IT infrastructure to support UWM's academic programs and mission.
3. Collect information and provide data on the campus funding models to support information technology.
4. Assess the variety of information technologies presently available to faculty, staff and students of the university.
5. Understand the University's drivers that can be used to stimulate IT changes supporting UWM's mission and goals.
6. Provide a scan analysis comparing UWM with other peer institutions.

Project Background

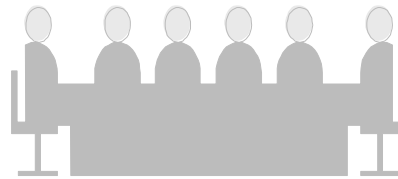
To meet these objectives, a project plan was developed to assess UWM's current IT environment, compare it with peer institutions and develop improvement recommendations.



A Technical Review Committee was established and played a central role in developing UWM's IT Assessment.

Project Activity Planning/Logistics

- Customized and distributed the stakeholder survey
- Identified workshop participants
- Assisted in the distribution and collection of the IT Resources Survey
- Acted as sounding board to consultant findings
- Refined final report



Tech Review Committee

- David H. Schultz, Chair, Mathematical Sciences
- David Haseman, Director, SBA Center for Technology Innovation, School of Business Administration
- Alan Baron, Professor, Department of Psychology
- Jon Welstead, Professor, EMPC Chair
- Allen Bell, Mathematical Sciences, CPC Chair
- David Crass, Telecommunications Director, I&MT
- Joseph Weitzer, Undergraduate Program Director, Human Kinetics, APBC Rep.
- Denise Babin, Head of Automation, Golda Meir Library
- Nancy Morris, Distance Learning & Instructional Support Manager, University Outreach
- Ron Umhoefer, Administrative Officer, Administrative Affairs
- Leslie Schulz, Assistant Vice Chancellor, Academic Affairs
- Barbara Morgan, Associate Director, Enrollment Services
- Claudia Barreto, Associate Professor, Biological Sciences

Project Communications

- 12/1: UWM Report Article
- 1/29: Project Web Site Launched
- 2/12: Chancellor's Staff Briefing
- 2/14: Student Newspaper Article
- 2/16: Technology Round Table
- 2/20: Campus Open Forum Sessions
- 4/1: UWM Report Article
- 4/16: Campus Presentation

University administrators are proud of the many strengths that continue to grow its reputation. At the same time, there is recognition that many core issues impede future success for the university.

UWM Strengths

- Chancellor brings a new sense of leadership and ability to bring people to the table
- Affordability, location, accessibility to an urban setting
- Qualified / Competent / Involved faculty
- Full services institution – available to students at any point in their career
- Strong collaboration with the community

UWM Weaknesses

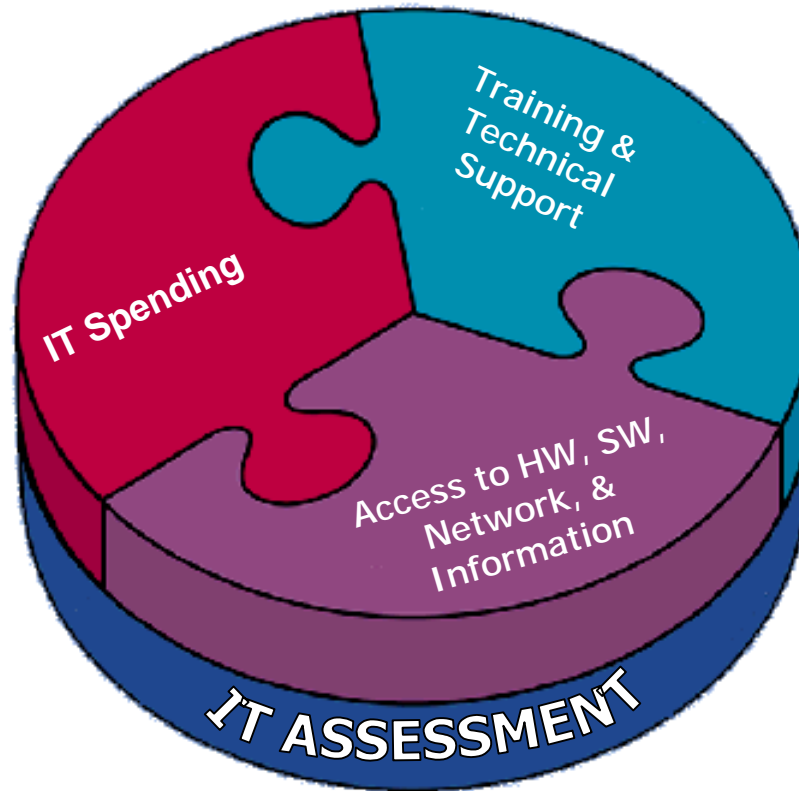
- Strong functional unit autonomy creates a “my area” attitude: we need to think about the entire university
- We have too many people, too little land
- Our culture tends to “debate things to death”, makes it hard to make any change

Information Technology Weaknesses

- The IT organizational structure is not visible
- There is no visible IT decision making process
- The decentralized nature of IT support has the strong potential for redundant work, particularly in the lack of clarity about department roles and responsibilities
- The role of a Chief Information Officer (CIO) at UWM is unclear
- UWM needs a more trained and responsive IT support staff
- There is no university wide IT strategic planning that involves anyone outside of I&MT

The current state assessment examined three facets of UWM's IT environment for strengths and weaknesses.

The levels and strategies by which UWM currently funds and staffs its IT services.



The extent to which IT users and providers are adequately trained and supported in their use of technology.

The satisfaction level of users with their access to IT tools and information.

Current State Assessment

The IT Resources Survey documented UWM's IT expenditures. It showed that UWM currently spends in excess of \$19.6M per year, or about 7.8% of UWM's total operating expense, on IT.

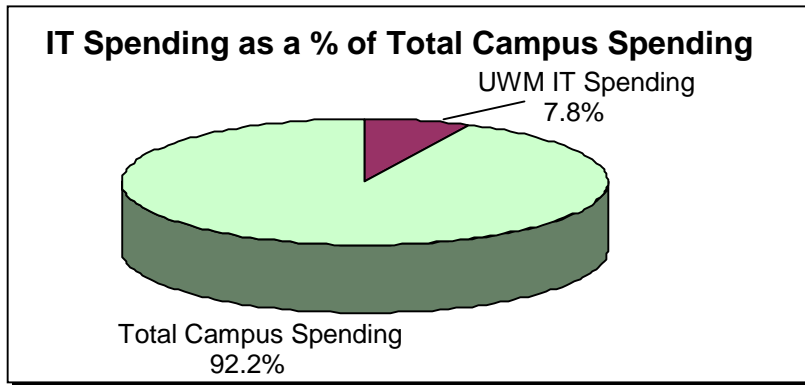
Total Cross University IT Spending*
By Services Delivered

| | |
|--|---------------------|
| Academic Affairs Support** | \$8,881,476 |
| Research | \$441,132 |
| Student Services IT Support | \$6,381,779 |
| Financial Services IT Support | \$645,496 |
| Development IT Support | \$20,000 |
| Auxiliary Services IT Support | \$313,100 |
| Facilities Services IT Support | \$326,050 |
| Human Resources IT Support | \$449,332 |
| Information Technology & Telecommunications | \$1,919,169 |
| Other | \$278,503 |
| Total IT Spending | \$19,656,037 |

**Note - The following school has not returned the IT Resources Survey: Social Welfare*

*** Includes Library spending*

UWM's IT expenditures as a percent of total budget is on a par with other major institutions.

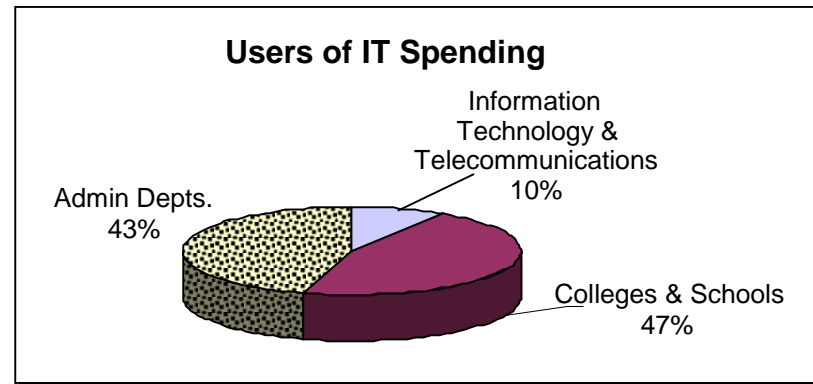
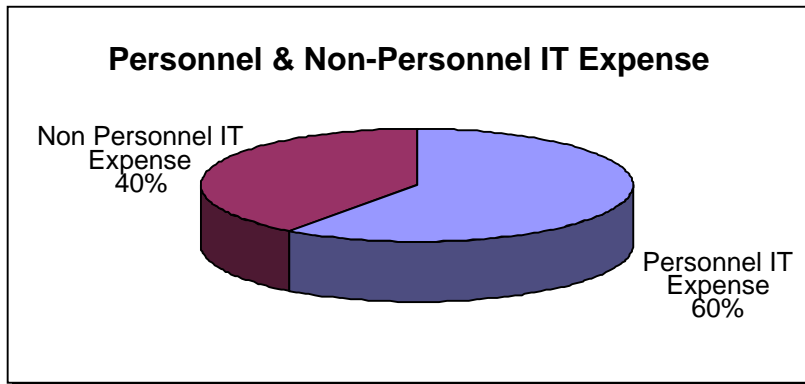


1999-2000 Total IT Expenditures at UWM*
Total Expenditures = 19.6 million

Some comparisons:

IT Spending as % of Total Campus Operating Budget

- Univ. of Minn. – Twin Cities (FY98/99): 7.5%
- Cal. State University System (FY97/98): 7.4%



* Note - The Social Welfare school did not return the IT Resources Survey.

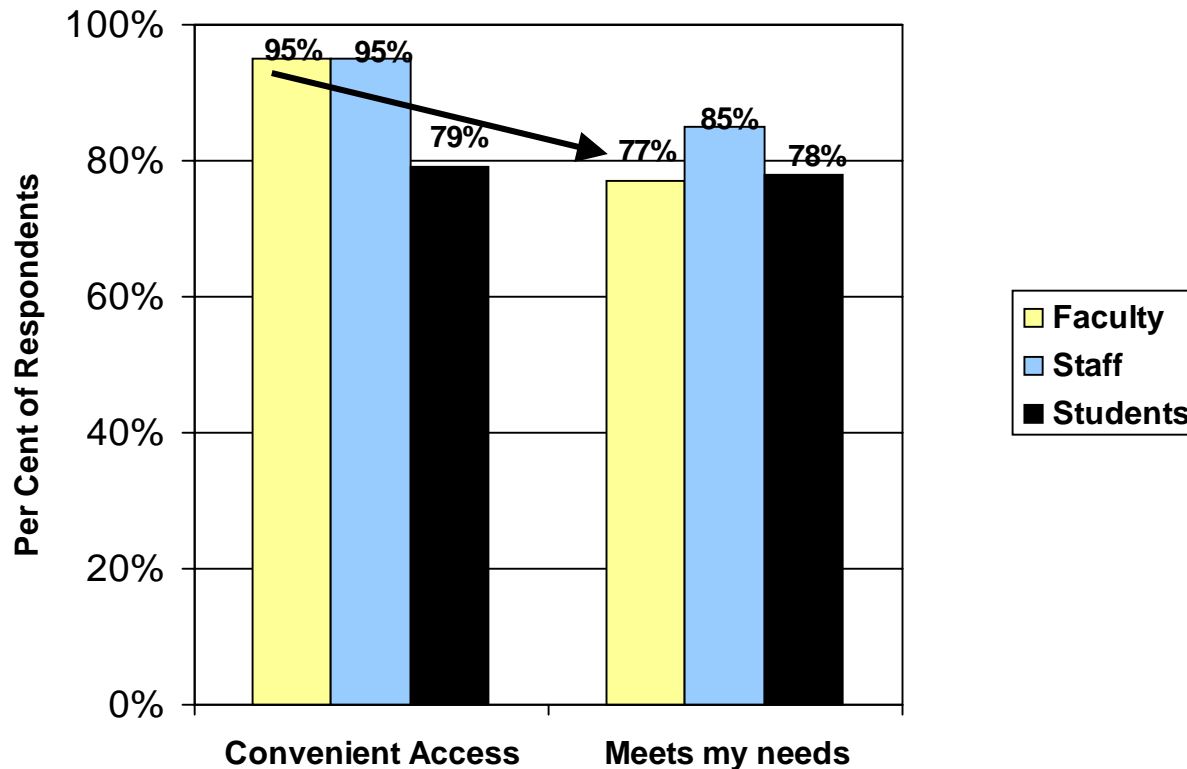
Demographic Data Source: UWM Fact Book 1999-2000

Current State Assessment

Most faculty, staff and students have convenient computer access; however there is a population of “power users” who require more powerful technology.

Q: "I have convenient access to a computer at my desk/on campus."

Q: "The UWM provided PC I most often use meets my needs."

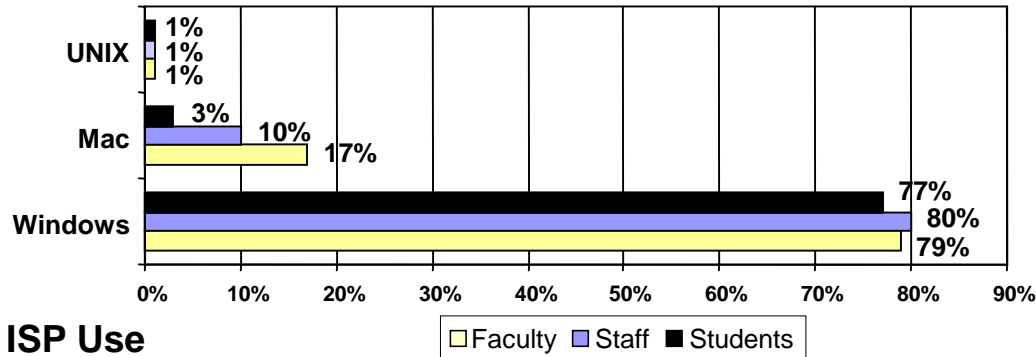


WORKSHOP OBSERVATIONS

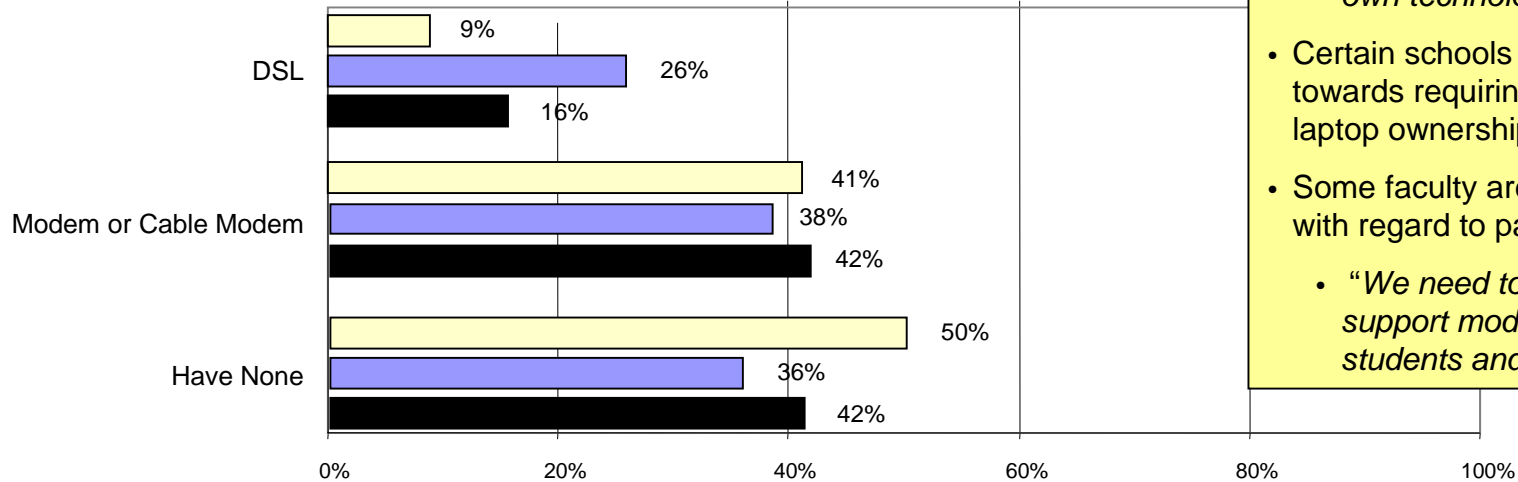
- Workshop participants acknowledged that access is improving as equipment is added to departments and computer labs.

Despite the growing trend toward high speed Internet access, high levels of computer home ownership make UWM's modem pool a highly contentious issue.

Type of Computers owned



Outside ISP Use

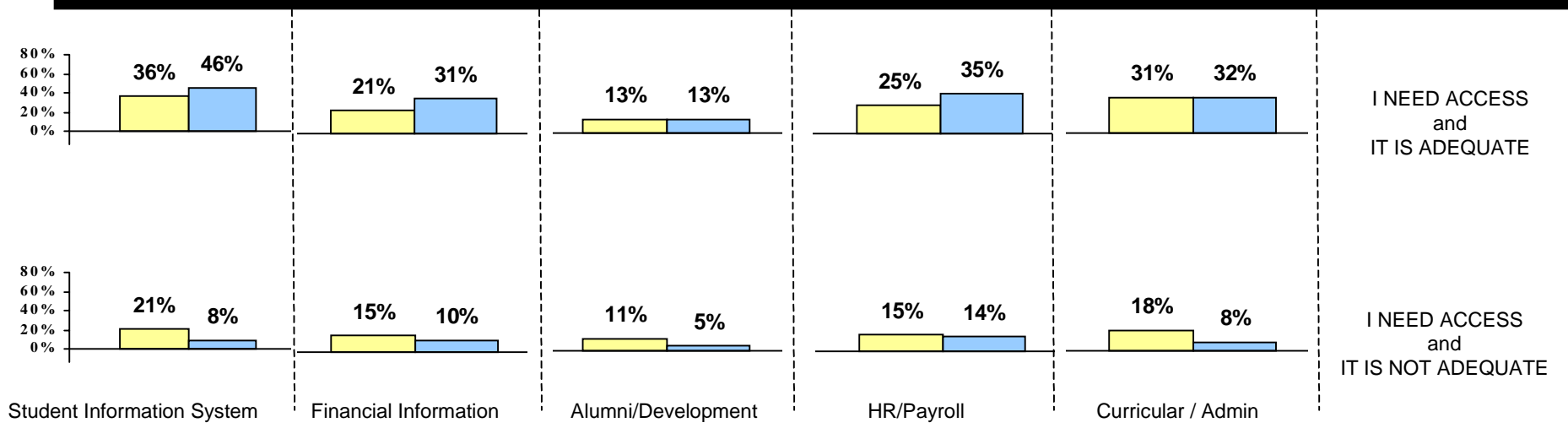


WORKSHOP OBSERVATIONS

- Faculty, staff and students are beginning to invest in their own equipment and ISP's.
 - *“Outside ISP's are faster, easier and more reliable.”*
 - *“We should leverage the student investment in their own technology.”*
- Certain schools are moving towards requiring student laptop ownership.
- Some faculty are highly vocal with regard to paying for ISP's.
 - *“We need to provide and support modem pools for students and faculty.”*

Current State Assessment

UWM’s administrative systems continue to provide adequate access to a traditional set of users, although there remains a significant faculty demand for access that needs attention.



WORKSHOP OBSERVATIONS

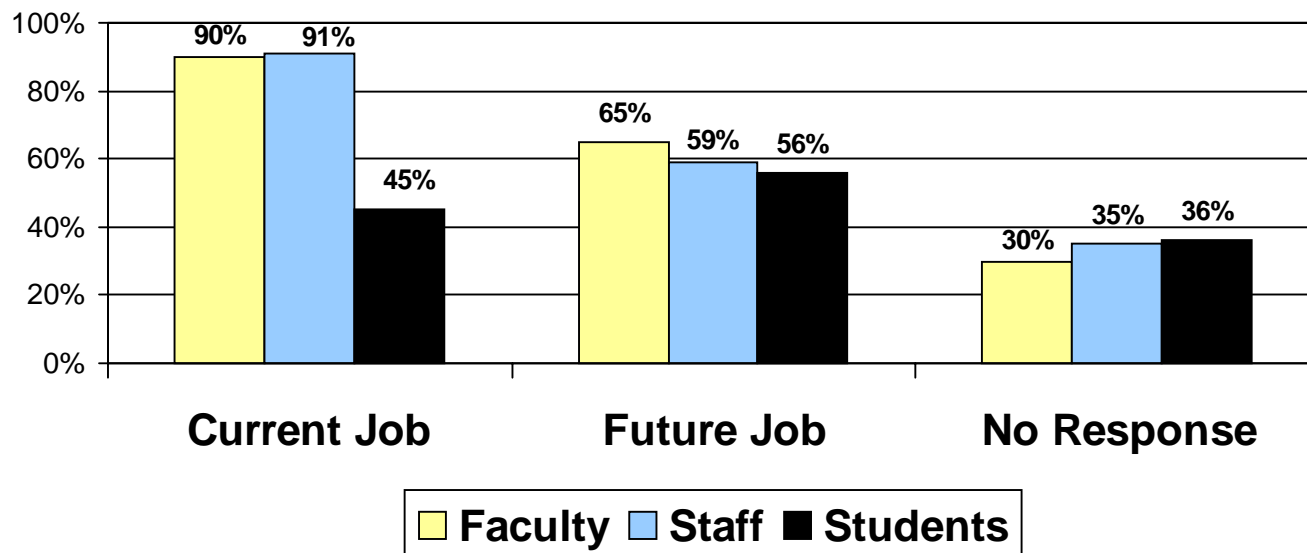
- Students frequently ignore prerequisites when registering for classes. Since the system does not check prerequisites, the manual process is difficult, cumbersome and time consuming process forcing faculty to “look the other way.”
- While many are hoping that PeopleSoft will eliminate many of the issues regarding accessing student information, some are not very optimistic.
- Faculty expressed a strong need and desire for the Student Information Systems (PeopleSoft) to be intuitive and easy to use.
- There are many concerns regarding the Wisdom Grants Management System.
 - “Wisdom was dumped on program assistants – we don’t know what’s expected and how to use it. Program assistants are doing accountants’ work ...never asked for user input.”

Current State Assessment

Students perceive that their future jobs will be slightly more dependent on computers. Faculty and staff unexpectedly expressed a reduced need for technology in the future.

Dependency of Current and Future Job on Technology:

(Percentage responding “Moderately” to “Very” Dependent)



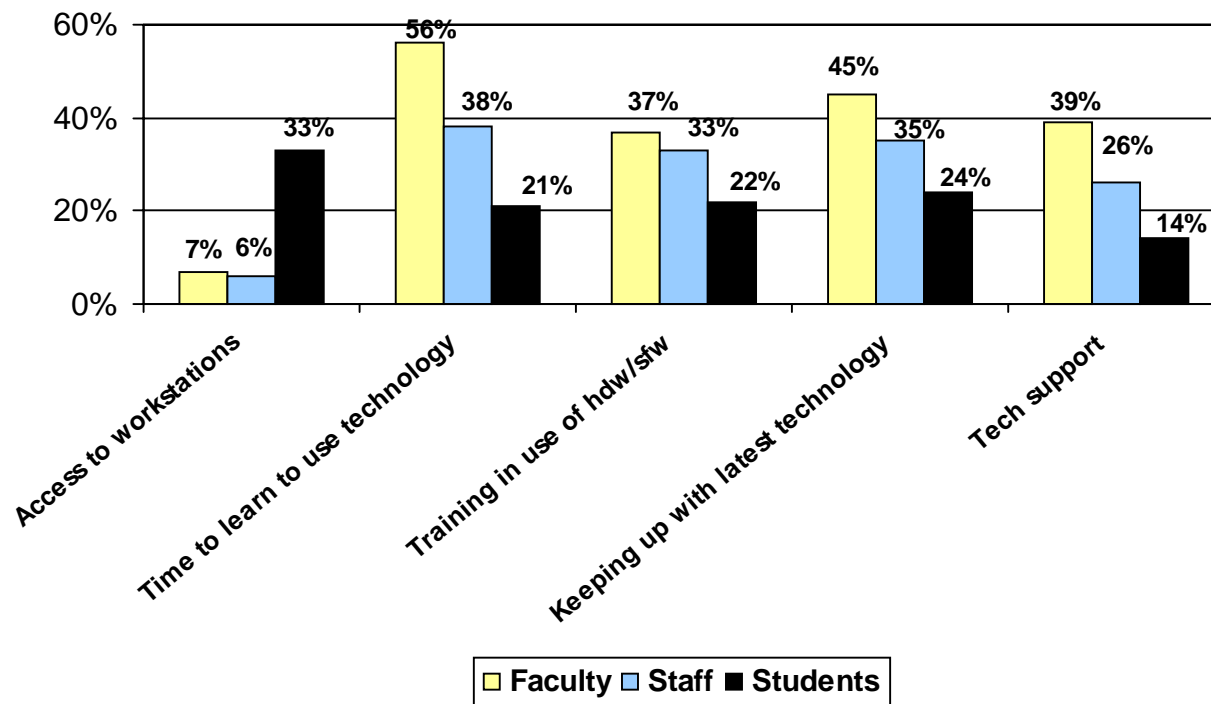
WORKSHOP OBSERVATIONS

- “We need better communication of real world IT expectations to the students”
- “The response to future job is surreal – scares the hell out of me – blows me away – there may be something in here that we have to pay attention to!”
- “Faculty & staff need more knowledge of the world that the students are going to enter (faculty members that have the knowledge are open to this, those that don’t are not)”

Current State Assessment

The major faculty and staff IT inhibitors center around time, training and support. For students the major inhibitor is access. All groups share a concern about keeping up with the latest technology.

Major Inhibitors to the Use of Technology



- WORKSHOP OBSERVATIONS**
- There is an increasing need to provide training to all levels of users.
 - Faculty and staff are challenged to find sufficient time for training.
 - Training and support services need to be clearly communicated.
 - Training is not supported and/or encouraged by many of the departments.
 - A campus wide plan for replacing and upgrading technology is needed.

Peer Review Insights

To provide additional insights into how other urban universities are addressing some of the same issues that face UWM, interviews were conducted with the chief information officer at four institutions.



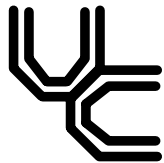
Ahmed Kassem.
Vice Provost and CIO
Computing & Communications

University of Illinois at Chicago



Arthur C. Papacostas
Vice President
Computer Information Services

Temple University



Frederick Siff.
Vice President
Office of Information Technology

University of Cincinnati



Christopher S. Peebles,
Associate Vice President
Dean for Information Technology

University of Indiana Bloomington

Peer Review Insights

These ‘peer’ universities were selected for their: similarity in programs; comparative size; research orientation; and perceived level of excellence that UWM could strive to achieve.

The selection criteria for selecting the peer institutions:

- Research orientation
- Comparable degree programs
- Similar demographics including size and makeup of student population in an urban environment
- Institutions that UWM may aspire to become

| Key Attributes | UWM | University of Illinois Chicago | University of Cincinnati | Temple | Indiana University Bloomington |
|-----------------------|------------------------------------|---------------------------------------|---------------------------------|------------------------|---------------------------------------|
| Students | 22,964 | 25,624 | 33,180 | 23,245 | 35,600 |
| Faculty | 1,157 | 2,356 | 2,366 | 2,090 | 1,615 |
| Campus Computer Labs | 61 | 15 | 9 | 52 | 40 |
| Campus Lab Computers | 1553 | 700 | 300 | 2,500 | 1,280 |
| Modem Pool | 500 28.8K | 900 56K | 528 56K | N/A | 1700 56K |
| Help Desk Staff | Student Staffed / Mixed Management | Professional and PT Student | Professionally staffed | Professionally staffed | Professional and PT Student |
| Campus Sites | 1 | 1 | 4 | 8 | 8 |

The peer institutions' common strengths provide a direction and an attainable set of goals for UWM to pursue in their future technology planning.

Organization:

- A highly visible, highly respected chief information officer who builds relationships and fosters a collaborative environment between IT and the departments and colleges
- The CIO reports directly to the equivalent of the chancellor and/or provost.
- Department IT leaders with a shared reporting responsibility to the Deans and I&MT
- IT involvement in strategic and operational planning sessions

Support:

- Providing a customer focused service organization that understands the users' needs
- A standard image on all campus computers
- Consistent lab management supporting fewer, better equipped labs
- Eliminating the remaining charge backs from I&MT
- Sufficient 56K modem support to support their user communities

Communication:

- Clear, consistent communication within and across the campus
- Clear definition and understanding of roles and responsibilities

Overall Conclusions

While assessment projects drive to identify weaknesses and solutions, it is also important to recognize the areas that are working well in the current UWM technology environment.

UWM Areas of Success

Access to Resources

- Most offices and classrooms are connected to the network.
- Access is improving from its already high level as additional resources are added to departments and computer labs.
- UWM has a strong level of accessibility for students with disabilities.
- A high percentage of Faculty and Students feel they have access to a desktop that meets their needs.
- Computer labs get high marks for hours open and up to date equipment.
- Availability of dial in access is rated very high (no busy signals).
- The reliability of UWM's backbone network seems solid.

Access to Information

- Access to administrative systems is, for the most part, meeting user needs.
- Electronic access to library resources is very strong across all stakeholder groups.

Cultural Issues Related to IT

- There is a high percentage of home computer ownership across all stakeholder groups.
- ISP usage is on the rise.
- There are high levels of technology and internet use in classes.

Communications and Management of Expectations

- High percentages of all stakeholder groups use technology for communications.

Overall Conclusions

UWM’s “report card” in the Strategic Alignment Assessment Criteria areas was satisfactory.

| Assessment Criteria | Grade |
|---|--------------|
| Access to Resources | A- |
| User Support | C |
| Access to Information | B |
| Cultural Issues Related to IT | C |
| Communications and Management of Expectations | C |
| Organization of IT | B |
| Strategic Planning | C- |
| IT Spending and Strategies | B |

The following pages provide the detailed conclusions of Blackwell Consulting Services for each of the assessment areas....

Overall Conclusions

There is a widespread perception in the UWM community of IT users and committee members that the current structure is ineffective, with too many committees having unclear and overlapping missions.

- CPC
- EMPC
 - Classroom Support Subcommittee
 - Distance Education Subcommittee
 - Faculty-Staff Support Subcommittee
- UTR's
- LAN Administrators

UWM IT-Related Committees



- On-Line Committee
- Learning Through Technology Roundtable
- Advisory Committee on Educational Technology
- CIPD
- Internet Issues Subcommittee
- I2(Internet 2) Steering Committee
- OASIS Steering Committee

Open Issues from Workshops and Interviews



Our committees don't have clear charters

There is not a level of trust to begin cross-campus collaborative IT support

Lack of defined roles and responsibilities has created some duplication across the IT providers.

Our committees' recommendations seem to fall on deaf ears

There are no formal communications from committees to users regarding our accomplishments

Most faculty would like to have a voice that gets a meaningful impact on technology issues

There are minimal efforts made to set user expectations about service delivery

There is no consensus regarding key technology standards across UWM

Interviews and workshops also revealed that there are several major issues/questions surrounding IT Planning and Organization.

Roles and Responsibilities

- What are I&MT's core responsibilities? The functional units?
- What are the responsibilities of the LAN administrators and UTRs?
- Who has the responsibility to fund the costs of IT tasks, like departmental lab upgrading?
- What should be done to instill a "customer service" attitude at all levels within I&MT?

Communications

- What can be done to improve the communication of IT related news, decisions and plans?
- What is the best way to actively involve the majority of the faculty in discussing these items?
- What is the optimal committee structure to get timely decisions about IT made?

Strategic Planning

- What role should IT play in major campus decisions to maximize use of technology to support the goals of the University?
- What does distance learning mean at UWM? How should the campus proceed in this area?

Many of the technology issues challenging UWM are demonstrably evident in the area of Distance Learning.

Access to Resources

- Multiple integration issues surround integrating D/L student data into UWM's administrative systems.
- Videoconferencing based courses experience on-going connectivity problems through Madison.

User Support

- Insufficient technical expertise and knowledge to support the distance learning infrastructure - outsourcing has resulted
- The lack of a UWM D/L strategy has resulted in a series of fragmented and uncoordinated groups trying to deliver D/L

Access to Information

- The outsourced D/L infrastructures has created the difficult challenge of integrating vendor systems with UWM's admissions and enrollment services systems

Cultural Issues Related to IT

- Faculty feel they cannot explore and innovate with technology when the necessary support isn't there
- I&MT is not perceived as focusing on instructional technology issues - it's outside of their scope. Who should own this?

Communications and Management of Expectations

- Limited ability for UWM to share expertise and disseminate lessons learned across campus, UW system, national and global D/L efforts.

Organization of IT

- Fragmented organization and approach to supporting and delivering D/L
- The fragmentation of support and delivery makes it difficult to identify the UWM leader for D/L
- I&MT assumes no ownership of problems with IT providers outside of UWM

Strategic Planning

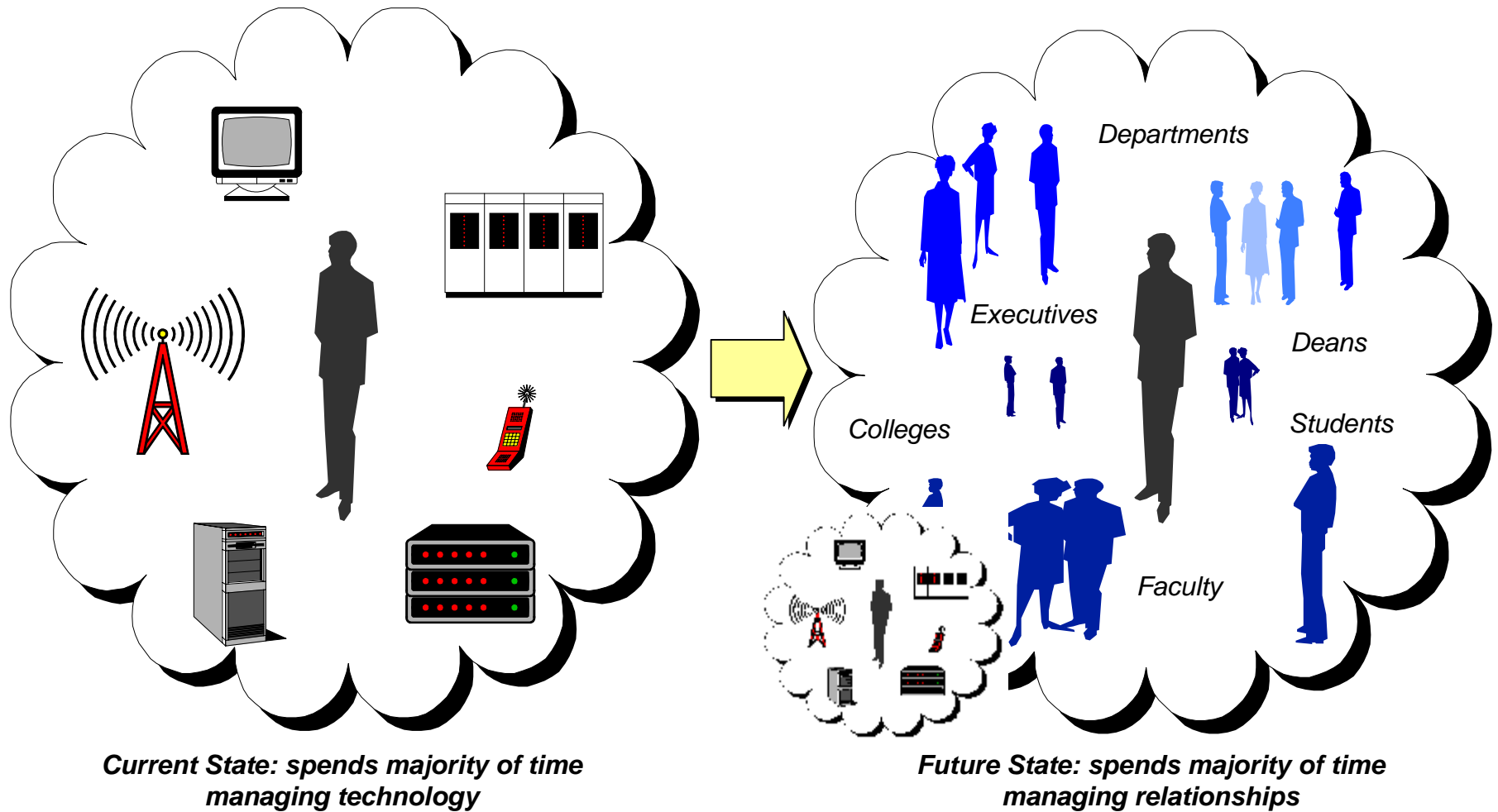
- There is no clear vision of where UWM wants to go with distance learning - What are its goals? Vision? Strategies?
- The UW System has not taken a leadership role in on-line education - its efforts appear to be fragmented as well.
- There is no clear understanding that D/L and on campus use of instructional technologies require similar infrastructure and support.
- Distance learning planning and direction needs to be integrated into the campus, and across the system.
- No consensus has been reached regarding technology direction or standards, resulting in widely varying deployments of technology (Blackboard, E-College, BadgerNet, WonderNet, Learning Innovations, etc.).

IT Funding Models and Strategies

- Funding models have not been updated to reflect the changing environment.
-

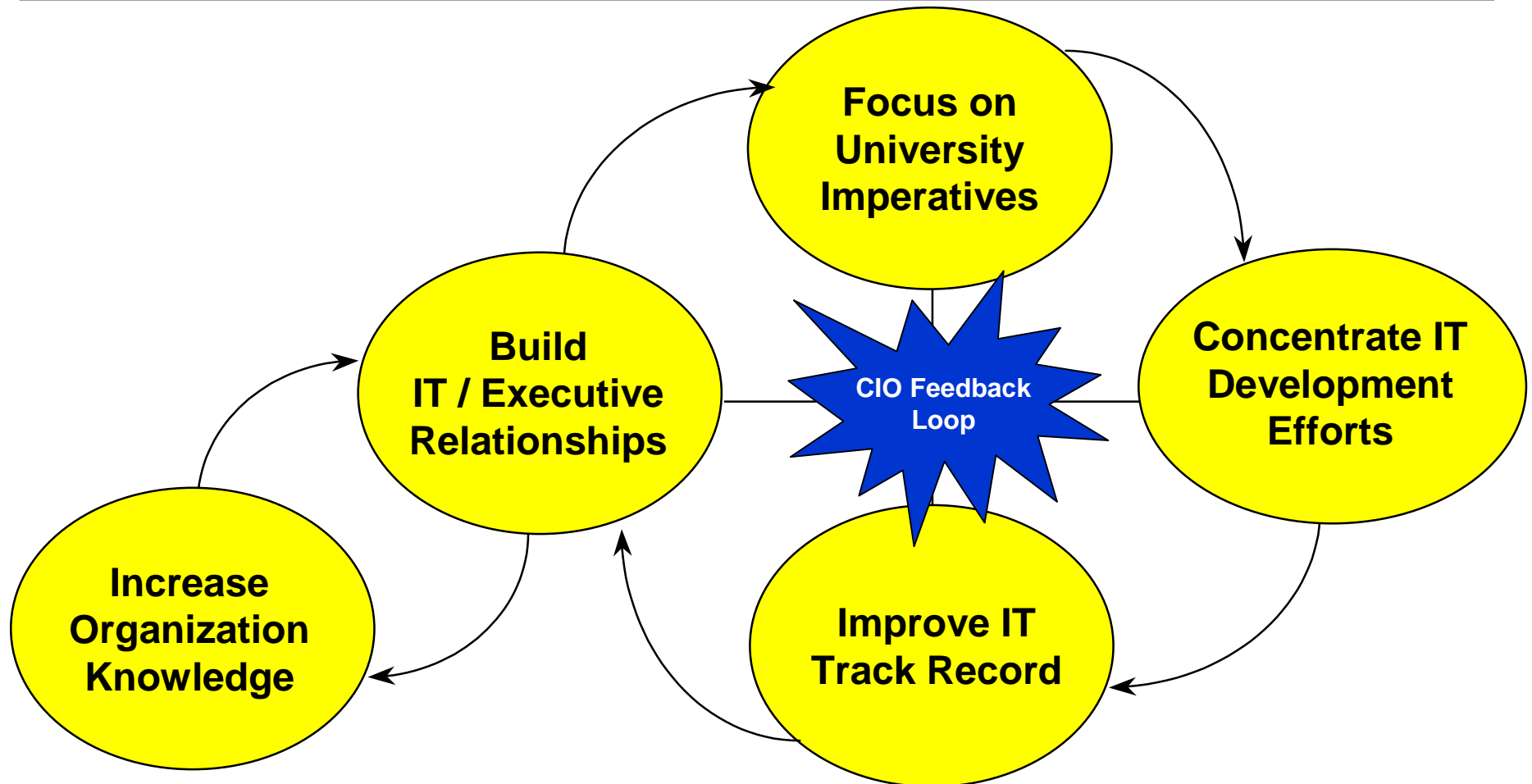
Recommendations

The role of the Chief Information Officer (CIO) at UWM should shift from being a Manager of Technologies to being a Manager of Relationships.



Recommendations

Achieving this transformation requires a focus on university goals and making concrete efforts to build personal and organizational relationships across the campus.



Recommendations

In support of the new role of the Chief Information Officer (CIO), it is recommended that an IT leadership position be established in each functional unit reporting to its Dean's office.

Initial Duties of IT Leaders

- Integrate IT and functional unit strategic and tactical plans
- Assess IT investments
- Negotiate service or vendor agreements
- Assess IT activity positioning
- Identify functional unit IT requirements
- Manage IT initiatives, plans, and spending
- Represent the functional unit in University-wide standard and architecture definitions
- Over time may include broader operational duties

The CIO and this team will lead the effort to create a more collaborative environment among the IT providers on the campus and between I&MT and the colleges.

Leadership Skills/Capabilities

Must be capable of:

- Being accepted as a leader in the functional unit
- Bringing together IT and functional unit needs
- Balancing the academic, research and administrative needs
- Providing IT leadership in the functional unit
- Becoming involved in the functional unit

Additional strong skills required in:

- Initiative/skills planning
- Requirements definition/justification
- Evaluating alternatives
- Prioritization
- Activity/resource selection
- Business knowledge
- IT knowledge
- Negotiating/collaborating
- Communication (written/oral)

Recommendations

UWM should define an IT strategic planning structure having four collaborative committees that combine executive and campus resources to develop, recommend and fund key UWM IT investments.

| Planning Committees | Council on Information Technology | Information Technology Policy Committee | Institutional Management Technology Planning | Technology Infrastructure Planning |
|----------------------------|--|--|---|---|
| Primary Focus | Overall Strategic Technology Planning | Academic / Research Technology Resources | Administrative / Student Services Technology Resources | Infrastructure Technology Resources |
| Key Tasks | <ul style="list-style-type: none"> •Review/assess operational effectiveness •Create and periodically refine the IT Strategic Plan •Charter IT initiatives with campus- wide implications •Establish policies and processes for IT management practices •Recommend large capital items | <ul style="list-style-type: none"> •University-wide technology support of all instructional and research activities. •Stay educated / abreast of technology issues & opportunities | <ul style="list-style-type: none"> •University-wide technology support of all administrative and institutional management processes: <ul style="list-style-type: none"> -Student Services -Financial Services -Facilities planning & management -Personnel services -Etc... •Budgetary responsibility | <ul style="list-style-type: none"> •Planning for all University-wide infrastructure requirements: <ul style="list-style-type: none"> -Standards -Networks -(Driven by requirements of Academic and Institutional Management Committees) •Oversee the establishment of IT standards and principles |

- **These committees are designed to set policy, prioritize opportunities and make decisions, where applicable - they are not intended to do all the necessary research and/or work**
- It is critically important that meeting agendas be strictly controlled to ensure that discussion topics are at a level appropriate for the committee membership
- These are working committees with scheduled meetings, agendas and homework assignments
- Consistent participation by members is encouraged, substitutions (or sending replacements) must be strongly discouraged
- Committee chairs are expected to manage the interaction with the other committees as appropriate



Committee members must represent their stakeholder constituencies during discussions and recommendations.

| Committee | Council on Information Technology | Information Technology Policy Committee | Institutional Management Technology Planning | Technology Infrastructure Planning |
|----------------|---|--|--|--|
| Members | <ul style="list-style-type: none"> • Provost (Chair) • Asst Vice Chancellor for Academic Affairs • Faculty Senate Leader • Chairs of other committees • Dean's Council Rep • Asst Chancellor Administrative Affairs • Asst Chancellor Student & Multicultural Affairs <p><i>Ex officio:</i></p> <ul style="list-style-type: none"> • CIO • Director of Business Services | <ul style="list-style-type: none"> • (Chair) TBD • Academic Staff • Faculty Reps • Student Rep <p><i>Ex officio:</i></p> <ul style="list-style-type: none"> • Asst Vice Chancellor for Academic Affairs • IT Leader Rep • CIO | <ul style="list-style-type: none"> • Asst Chancellor Admin Affairs (Chair) • Director, Enrollment Services • Director, Human Resources • Director of Campus Facilities • Dean, Graduate School • Dean, University Outreach • Library Rep • Oasis Project Manager • Faculty Rep • Student Rep <p><i>Ex officio:</i></p> <ul style="list-style-type: none"> • I&MT Rep for Admin Computing • CIO | <ul style="list-style-type: none"> • CIO (Chair) • IT Leader Reps • Faculty Reps • Staff Reps • Facilities Planning & Management Rep • Library Rep • Auxiliary Services |
| Size | 8-9 | 12-20 | 8-12 | 7-9 |

The committees will not have reps from each school. The schools will be represented by their constituency reps: faculty, deans, dept. heads, etc.

- The CIO and IT Leaders will participate in non-voting advisory / staff roles to the ITPC and Institutional Management Planning committees as needed. They will additionally support the two-way communication needs of the committees.
- Although these are seen as high level decision making committees, careful consideration needs to be given to the workload impact of participating in the these committees with appropriate relief being provided where necessary.
- Committee membership should be rotated regularly.
- Outside experts should support the committees as required.

Recommendations

As part of the establishing the new IT Planning structure, UWM should support the committee members by conducting formal planning and education for the IT Planning Committees.

UWM should develop an education plan for its new IT Planning Committees that includes seminars, briefings or overviews on institutional planning, business and technology strategic alignment, emerging technologies, and infrastructure investment.

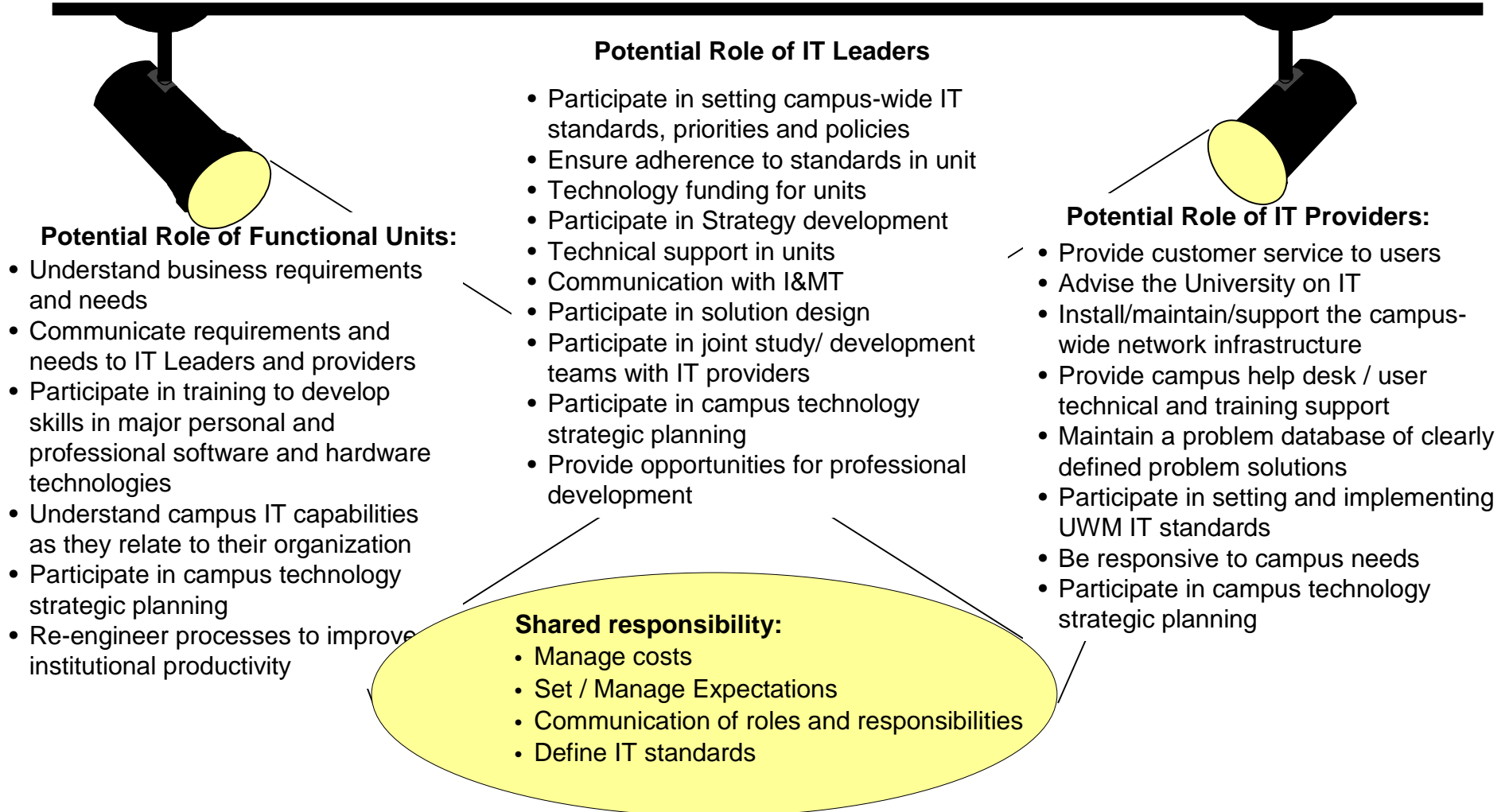
Potential Committee Training Topics:

- Executive Role in the Information Age
- Introduction to Strategic Alignment
- Organizational Learning
- Breakthrough Re-engineering
- Using Information Systems to Compete
- Organizational Culture
- Prioritizing IT Projects
- Assessment Tools
- Effective Team Building

Note: These sessions could be part of the agenda at the regularly scheduled committee meetings. Additionally, an annual Strategic Planning Education event might be held.

Recommendations

Clearly defined roles and responsibilities of IT providers, functional units and IT Leaders will help to create a more positive and effective working environment.



Recommendations

Establish a University-wide IT communication action plan that focuses on establishing open and honest two-way communication among the UWM stakeholders and all of UWM's IT providers.

Key attributes of a proposed communications plan

Establish communication guidelines:

- Ensure that communication is two-way: talk less, listen more
- Openly solicit stakeholder participation on planning teams and through formal and informal communication channels
 - ✓ Example: Every project and planning effort should have a dedicated voice-mail, e-mail, Web site and paper mail box to provide two-way communication channels with the university community
- Communicate in the "listener's" language - not "techno-ese"
- Communicate information that is valuable to the reader, not just the writer
- Participate regularly in departmental, functional unit and university-wide forums to communicate future planning efforts and plans
- Ensure the library capabilities are also widely communicated to all stakeholders.

Recommendations

I&MT should adopt a strong 'customer' service strategy, attitude and matching performance metrics for all of its IT staff, where all metrics are seen as critical goals.

- Currently:**
- The interviews and workshops pointed out an inadequate level of customer orientation from I&MT.
- I&MT should:**
- Learn to listen to their customers and understand their needs
 - Work with their customers to establish appropriate effectiveness measures and methodologies along with improvement development processes
 - Understand and minimize any negative impact of its actions on customers
 - Establish effective two-way communication channels with their customers
 - Get users more involved with shaping their "products and services"
 - Getting Started: Identify the most significant IT delivery problem to I&MT clients and work to fix the process and improve client satisfaction

Recommendations

A critical action needed to improve end user customer service is for UWM to develop and deploy a proven ‘best practices’ IT support strategy and plan.

Key attributes of a technical support strategy and plan

- Provides a collaborative support environment for all stakeholders
- Identifies hardware and software technologies and applications to support baseline and enhanced support levels
- Addresses the issues of the "haves" vs. the "have nots"
- Develops a cross-university definition of support roles and responsibilities (school, departmental and central support)
- Provides around the clock ("24x7") IT support and clearly defined timeframes for help desk, telephone and on-site response and repair support
- Defines and implements a responsive, multi-level help desk structure:
 - ✓ Single point of contact
 - ✓ "Warm hand-off" between support providers
 - ✓ User accessible problem/solution data base: all problems/solutions entered
 - ✓ Root cause analysis/proactive problem resolution
 - ✓ Telephone support for "common" requests
 - ✓ Desk-side support for "complex" requests
 - ✓ Provide enhanced training and support to the personnel providing technical support
- Requires constant attention to ensure "up to date" responsibility lists
- Establish a single point of contact to support the unique needs of the Student Accessibility Center



Example of a Technical Support Triage Structure

| Level | Type of Support | Availability |
|----------|---|--|
| E | • An electronic, "easy to search" problem/solution database available on-line to all stakeholders | 24 x 7 |
| 1 | • 1-800 Central Help Desk • Basic questions / problems solved with the use of "baseline" technology | Days, Nights and Weekends |
| 2 | • Receive calls from 'Level 1' • Provide telephone support for more advanced questions and problems beyond Level 1 "baseline" tools | Regular business hours and whenever classes are in session |
| 3 | • Receive calls from 'Level 2' • Provide 'desk side' support for complex questions / problems • Have direct access to vendor support lines • Strategically located across the campus (Normally a departmental IT provider) | Regular business hours and whenever classes are in session |

Recommendations

UWM should work with campus units to identify both key delivery issues and client service metrics and then use these to reengineer the STS program to improve its service delivery effectiveness.

I&MT should:

- Openly address I&MT customer service issues, both with Student Technology Services (STS) and its own staff culture
- Use the new Help Desk Manager to establish working tools and processes to improve the manageability of the help desk and to significantly improve the 'Level 1 Fix' rate
 - ✓ Development of a Knowledgebase of solutions to common problems
 - ✓ Support of baseline software and hardware across campus
- Work with the campus departments to collaboratively establish a set of "Minimum Baseline Standards" for work stations, software and networking
- Integrate additional IT professionals into the STS structure to ensure both continuity and customer service levels
- Define the specific roles and functions required
- Pursue external 'best practices' measures to improve its organization – STS cannot be the answer to every problem and question that comes up.
- Establish a training and assessment program



Our View of Student Technology Services (STS)?

STS is a unique and innovative concept. However, it may never reach its potential unless it begins to address its challenges and embrace the changes that are needed to help it grow.

UWM should see STS as an on-going work in process whose primary goal is service to the campus.

Recommendations

While UWM cannot afford to serve as the only ISP for the entire UWM community, the economic diversity of its stakeholders drives the necessity to provide quality ISP services, including a 56K upgrade.

The financial analysis developed on this topic in previous reports was too conservative. When we've done 56K modem pool conversions at other schools, we've observed the following:

- Generally, the per line cost is lower for new digital lines than the old analog lines. Converting these lines to 56K service could actually reduce UWM's operating cost of providing dial-in support.
- The EMPC/CPC "Report on Remote Access" didn't show the cost of the old lines going away.
- As long as we've stayed with the same vendor, we've been able to negotiate a free period of up to 90 days to release the old analog lines. As the usage falls off, we turn off the old modem numbers.
- We've converted schools with 30, 45 and 60 day cutovers. One year is too long. Getting the word out seems to work well and is well worth the money savings. Vendor frequently will wave installation and duplicate line costs for the transition.
- Despite the UWM recommendation to add a Sr. Technician, we've seen no increase in technician workload for the new modems, once they're burned in (a couple of weeks). There is no additional work requiring any additional hiring.



RECENT CLIENT EXAMPLE

| | Old Modem Pool | New Modem Pool* |
|----------------------------------|-----------------------|------------------------|
| Speed | 33.4 – 14.4Kbps | 56 Kbps |
| Port capacity / number installed | 256 | 256 |
| Fully installed cost per port* | | \$422 |
| Monthly Cost of phone lines | \$25 | \$20 |
| Annual Cost of Phone Lines | \$76,800 | \$61,440 |
| Sunset/Sunrise plan* | | 90 days |
| FTE to support | Part-Time Operator | Part-Time Operator |

** This configuration allows the # of modems to grow to 512 with only \$75/modem additional cost*

Next Steps - Getting Started...

| Task | Task Owner | Target Start Date |
|--|--|-------------------|
| Define and establish the new role for UWM's CIO | Provost | Immediately |
| Refine and establish a new IT planning committee structure that more heavily engages top-level campus administrators | Provost | Immediately |
| Using the new IT planning structure, develop a long term Strategic IT Vision and Plan for UWM | Council on Information Technology | 5/1/2001 |
| | Information Technology Policy Committee | Fall 2001 |
| Define IT roles and responsibilities for all major IT support areas, including IT Leadership role | Technology Infrastructure Planning Committee | Fall 2001 |
| Establish a service first strategy and performance metrics for all IT providers | Technology Infrastructure Planning Committee | Fall 2001 |
| Establish new IT Communication Plan | Technology Infrastructure Planning Committee | Fall 2001 |
| Re-engineer IT Support Structure, including STS | I&MT | Immediately |
| Upgrade modem pool to 56KB | I&MT | Immediately |