



## Memorandum

**To:** Engineering Faculty Council  
**From:** Information Technology Committee:  
C.C. Swan (chair)  
Ching-Long Lin  
Xiaodong Wu  
**Subject:** Committee's Final Report  
**Date:** 16 April 2007

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The IT Committee met ten times during the AY 2006-07 to work on and discuss the six charges given by the EFC. As the director of Engineering Computer Support Services (ECSS) Doug Eltoft participated in over half of the Committee's meetings to facilitate good exchange of information. Following is a brief report on the work done to meet the six EFC charges:

**Charge #1:** Develop an inventory of existing College policies governing computer hardware, software, and support services that fall under the purview of the general charge:

Engineering Computer Support Services (ECSS) Director Doug Eltoft conveyed the following relevant information to the committee:

1. Hardware: ECSS purchases and maintains computers for students, faculty, and staff

Faculty/staff computers: The Dean typically allocates approximately \$45k per year to support purchases/maintenance of faculty & staff PCs. Typically, the lifetime of such computers is about four years. Such computers go to faculty and staff on state funds supporting the teaching mission of the college. When such faculty/staff computers are replaced, the old ones may be recycled in departmental teaching/computing labs, TA offices, or the offices of secondary faculty.

2. Support services:

Each faculty member is provided with an office PC and there are presently two options for operating and maintaining these PCs: a) the computers can be fully maintained by ECSS with a standard software distribution and the faculty does not have administrative rights or ability to install software on

their individual machine without the assistance of ECSS staff; or b) the computers are administered by the faculty member who has the necessary permissions to add any software desired. Faculty taking this option can get access to some software licensed to the College of Engineering and install it themselves.

3. The student computing fee.

This typically generates approximately \$500k per year, approximately 20% of which goes to fund new software purchases (\$10k per year) and software maintenance (\$90k per year). The remainder goes toward hardware purchases both for the drop-in student labs (i.e. client machines) and for the system itself (i.e. servers and networking).

To gauge faculty satisfaction with current policies, a survey questionnaire was developed and administered by the IT Committee during the spring semester. The results of that survey are attached to this report as Appendix I and indicate that for the most part that College of Engineering Faculty are satisfied with current policies and practices.

**Charge #2:** Review and evaluate existing policies for the acquisition, maintenance, and retirement of software packages within the College.

The current ECSS policy regarding acquisition, maintenance, and retirement of software is posted at:

[http://www.icaen.uiowa.edu/account\\_pol/software\\_acquisition\\_guidelines.html](http://www.icaen.uiowa.edu/account_pol/software_acquisition_guidelines.html)

This policy is reviewed each year by the director of ECSS and the DEOs and then approved by the dean.

In the spring of 2007, the director of ECSS Doug Eltoft proposed some fundamental changes to this policy. A draft of these proposed new guidelines is attached to this report as Appendix II. This committee has reviewed and commented on this draft and a logical next step is for ECSS to present it to DEOs for their feedback. It is noted that in the existing policy DEOs had an allocation from the student computing fee with which to make sure that software of highest priority to their programs would be installed on ECSS. In the proposed new framework it is being proposed that all educational software requests be supported to the extent possible with savings achieved by terminating support of under-utilized software packages.

It is the view of this committee that implementation of the proposed new guidelines will require concerted interaction between the director of ECSS, this committee, and the DEOs. In particular, the development of criteria by which to judge the priority for continuing support for software packages is a topic in which this committee should be engaged.

**Charge #3:** Review and evaluate Computer Support Services (ECSS) support of graduate student education in the College.

As of the fall of 2006, there were 367 graduate students enrolled in the College of Engineering. Of these, approximately 111 were affiliated with centers such as IIHR, CCAD, CBCB, or CGRER which provide their own computing resources. These 111 students thus use some combination of their center-supplied computing resources and those provided by ECSS. The remaining 258 graduate students not affiliated with centers also use ECSS computing facilities and possibly those provided by the research group of their advisor.

Although graduate students can be the most intensive users of ECSS computing resources, they generally do not pay the full student computing fee when appointed at or above quarter-time as TAs, RAs, or graduate fellows.

A survey was designed and administered in the spring of 2007 by the IT Committee to gauge the level of satisfaction among graduate students with their current level of computing support. The results of this survey are attached to this report as Appendix III.

Of the estimated 367 graduate students enrolled in the College of Engineering, fifty-eight (58) responded to the survey. Of these respondents, 70% were pursuing Ph.D.'s, 97% were receiving some form of financial support, 60% were affiliated with a center or institute, 88% had some computer access provided by or through their advisor, and 67% needed high-end computers in their research. Of the respondents, 26% use ECSS facilities for research tasks with 26% using Unix machines, 43% using Linux machines, and 84% using Windows machines.

In the survey a number of the respondents made constructive suggestions to which ECSS is already beginning to respond:

- 67% of respondents noted that their research uses high-end computers. ECSS has received this information and is responding by beginning to purchase fewer, but significantly more powerful work stations.
- A number of students commented that larger e-mail and disk usage quotas are in order. In response, ECSS has increased the standard allocation of both by 50% for all students.

**Charge #4:** Review and evaluate the role of the ECSS in supporting research in the College.

ECSS provides computing support to research in the College of Engineering in a number of ways:

- As the survey results in Appendix III indicate, many graduate students in the College use ECSS resources (hardware and software) to some degree for coursework and research, both of which are equally encouraged and supported by ECSS.
- On a cost-recovery basis, ECSS provides critical computing infrastructure and software installation support to both CCAD and IIHR and on a smaller scale to faculty-based computing labs as well. Costs for research vital software licenses are often shared between centers and ECSS.

**Charge #5:** Review existing mechanisms used by the College and ECSS for soliciting student input to policies and decisions related to information technology.

- Students often come to ECSS help-desk with their problems. This is one mechanism by which ECSS staff remains in touch with student needs.
- On their web page, ECSS maintains an electronic suggestion box.
- The director of ECSS along with the Associate Dean for Academic Programs typically meets with the College of Engineering Undergraduate Student Council about once per semester to hear their concerns.
- ECSS is considering development of Wiki's on different IT topics of high interest and need among UI Engineering students.

**Charge #6:** Recommend specific charges for the AY 2007-08 Information Technology Committee.

- The survey of engineering faculty indicates that there is a good deal of interest in having ECSS facilitate or teach short courses to the faculty on selected topics in IT. Potential topics for these short courses were considered in survey question #8 (Appendix I). A continuing charge to this committee should be to identify one or two topics per year of high interest to the faculty that will be addressed in ECSS-facilitated short courses and to see that the courses are actually delivered with high faculty participation rates.
- If the Draft: Software Funding and Acquisition Guidelines (Appendix II) are to be implemented, the director of ECSS, members of this committee, and DEOs will need to work together. This committee should be charged to develop and oversee criteria by which the utilization of supported and maintained software packages will be judged.

# **APPENDIX I:**

## **Survey of Faculty**

# Survey Results & Analysis

for

## Engineering Faculty Survey

Saturday, March 10, 2007



# Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *Engineering Faculty Survey*. The results analysis includes answers from all respondents who took the survey in the 16 day period from Wednesday, February 21, 2007 to Thursday, March 8, 2007. 38 completed responses were received to the survey during this time.

# Survey Results & Analysis

**Survey:** Engineering Faculty Survey

**Author:** Colby Swan

**Filter:**

**Responses Received:** 38

- 1) The Dean's Office provides personal office computers to primary faculty and primary staff. The current College of Engineering budget for purchase of faculty office computers is about \$45k per year, and each faculty member typically receives a new Windows or Linux PC system about once every four years. Do you have a College of Engineering PC in your office?

| Response | Count | Percent |
|----------|-------|---------|
| Yes      | 38    | 100.0%  |
| No       | 0     | 0.0%    |
| Not Sure | 0     | 0.0%    |

Comment Responses:

|                        |
|------------------------|
| self-administered      |
| My office is not in SC |



**2) How satisfied are you with the office PC you receive from the College of Engineering?**

| Response              | Count | Percent |
|-----------------------|-------|---------|
| Highly Satisfied      | 17    | 44.7%   |
| Somewhat Satisfied    | 12    | 31.6%   |
| Neutral               | 5     | 13.2%   |
| Somewhat Dissatisfied | 1     | 2.6%    |
| Highly Dissatisfied   | 2     | 5.3%    |
| Other                 | 1     | 2.6%    |

Other Responses:

|   |
|---|
| You also must have your own computer in |
| Needs local administration privilege    |

Comment Responses:

|   |
|---|
| Why are Macs not an option?   |
| Sometimes, my PC responds quite slowly.   |
| I would like more freedom in choosing exactly what I need. Giving each faculty exactly the same computer, regardless of their specific needs, is not good. For some the standard configuration may be an over-kill while for others it may not be enough. |
| to have productive use of the PC  |
| Sometimes the PC responds slowly.   |
| I use my own monitor  |

**3) Is this PC adequate in supporting your basic roles in teaching, service, and scholarship?**

| <b>Response</b>   | <b>Count</b> | <b>Percent</b> |
|-------------------|--------------|----------------|
| Strongly Agree    | 19           | 51.4%          |
| Agree             | 10           | 27.0%          |
| Neutral           | 5            | 13.5%          |
| Disagree          | 3            | 8.1%           |
| Strongly Disagree | 0            | 0.0%           |
| Not Applicable    | 0            | 0.0%           |

**4) College of Engineering faculty can either administer their own office PC's, or they can allow CSS to administer the PC for them. Which of these two options have you elected?**

| Response          | Count | Percent |
|-------------------|-------|---------|
| Self-administered | 7     | 19.4%   |
| CSS administered  | 29    | 80.6%   |
| Not Sure          | 0     | 0.0%    |
| Not Applicable    | 0     | 0.0%    |

Comment Responses:

|   |
|---|
| works for me  |
| The problem with my self administered machine is that I do not have access to programs like the students. I am thinking about trying a virtual machine with a college PC build to solve this problem. |
| I have both CSS and self administered PCs. CSS for teaching (&remote login), and self-admin for other.  |
| Have a second PC to do what I need to   |
| Would prefer to have additional storage capacity in my H Drive  |
| Difficulties with performing the simplest computer tasks, e.g., opening files. Computer freezes often.  |
| At the time I chose to install the extra drive in my machine I knew the backup realities & choices, it would be helpful if CSS could back up the extra local hard drive without charging me           |

**5) Please rate your satisfaction level with each of the following:**

| (Percentages)   | Satisfied | Somewhat satisfied | Neither satisfied nor dissatisfied | Somewhat dissatisfied | Dissatisfied |
|---|-----------|--------------------|------------------------------------|-----------------------|--------------|
| The two administrative options for faculty PC's   | 65.8%     | 10.5%              | 13.2%                              | 2.6%                  | 7.9%         |
| Speed and reliability of wired networks currently available in the Seamans Center                                 | 64.9%     | 16.2%              | 13.5%                              | 2.7%                  | 2.7%         |
| The strength and reliability of wireless networks provided in the Seamans Center                                  | 27.8%     | 27.8%              | 22.2%                              | 16.7%                 | 5.6%         |
| The 1.5 GB of high-availability, backed-up disk space provided to faculty on the CSS systems                      | 39.5%     | 26.3%              | 13.2%                              | 7.9%                  | 13.2%        |
| The overall computing infrastructure provided by CSS to both faculty and students                                 | 48.6%     | 32.4%              | 13.5%                              | 5.4%                  | 0.0%         |
| The current mix of Windows and Linux machines available in the CSS instructional labs                             | 50.0%     | 15.8%              | 31.6%                              | 0.0%                  | 2.6%         |
| Timeliness of the help you receive from CSS staff and consultants in troubleshooting hardware and software issues | 64.9%     | 24.3%              | 5.4%                               | 0.0%                  | 5.4%         |
| The collective ability of CSS staff and consultants to resolve computing problems to your satisfaction            | 65.8%     | 21.1%              | 2.6%                               | 5.3%                  | 5.3%         |

**5.1) The two administrative options for faculty PC's(Please rate your satisfaction level with each of the following:)**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Satisfied                          | 25           | 65.8%          |
| Somewhat satisfied                 | 4            | 10.5%          |
| Neither satisfied nor dissatisfied | 5            | 13.2%          |
| Somewhat dissatisfied              | 1            | 2.6%           |
| Dissatisfied                       | 3            | 7.9%           |

**5.2) Speed and reliability of wired networks currently available in the Seamans Center(Please rate your satisfaction level with each of the following:)**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Satisfied                          | 24           | 64.9%          |
| Somewhat satisfied                 | 6            | 16.2%          |
| Neither satisfied nor dissatisfied | 5            | 13.5%          |
| Somewhat dissatisfied              | 1            | 2.7%           |
| Dissatisfied                       | 1            | 2.7%           |

**5.3) The strength and reliability of wireless networks provided in the Seamans Center (Please rate your satisfaction level with each of the following:)**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Satisfied                          | 10           | 27.8%          |
| Somewhat satisfied                 | 10           | 27.8%          |
| Neither satisfied nor dissatisfied | 8            | 22.2%          |
| Somewhat dissatisfied              | 6            | 16.7%          |
| Dissatisfied                       | 2            | 5.6%           |

**5.4) The 1.5 GB of high-availability, backed-up disk space provided to faculty on the CSS systems(Please rate your satisfaction level with each of the following:)**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Satisfied                          | 15           | 39.5%          |
| Somewhat satisfied                 | 10           | 26.3%          |
| Neither satisfied nor dissatisfied | 5            | 13.2%          |
| Somewhat dissatisfied              | 3            | 7.9%           |
| Dissatisfied                       | 5            | 13.2%          |



**5.5) The overall computing infrastructure provided by CSS to both faculty and students (Please rate your satisfaction level with each of the following:)**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Satisfied                          | 18           | 48.6%          |
| Somewhat satisfied                 | 12           | 32.4%          |
| Neither satisfied nor dissatisfied | 5            | 13.5%          |
| Somewhat dissatisfied              | 2            | 5.4%           |
| Dissatisfied                       | 0            | 0.0%           |

**5.6) The current mix of Windows and Linux machines available in the CSS instructional labs(Please rate your satisfaction level with each of the following:)**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Satisfied                          | 19           | 50.0%          |
| Somewhat satisfied                 | 6            | 15.8%          |
| Neither satisfied nor dissatisfied | 12           | 31.6%          |
| Somewhat dissatisfied              | 0            | 0.0%           |
| Dissatisfied                       | 1            | 2.6%           |

**5.7) Timeliness of the help you receive from CSS staff and consultants in troubleshooting hardware and software issues(Please rate your satisfaction level with each of the following:)**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Satisfied                          | 24           | 64.9%          |
| Somewhat satisfied                 | 9            | 24.3%          |
| Neither satisfied nor dissatisfied | 2            | 5.4%           |
| Somewhat dissatisfied              | 0            | 0.0%           |
| Dissatisfied                       | 2            | 5.4%           |

**5.8) The collective ability of CSS staff and consultants to resolve computing problems to your satisfaction(Please rate your satisfaction level with each of the following:)**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Satisfied                          | 25           | 65.8%          |
| Somewhat satisfied                 | 8            | 21.1%          |
| Neither satisfied nor dissatisfied | 1            | 2.6%           |
| Somewhat dissatisfied              | 2            | 5.3%           |
| Dissatisfied                       | 2            | 5.3%           |

**6) Please rate the extent to which you agree with the following statement:**

| (Percentages)   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| The collective expertise and knowledge of CSS staff can potentially be used to raise that of the faculty in different computing areas | 44.4%          | 36.1% | 16.7%   | 2.8%     | 0.0%              |

Comment Responses:

|  |
|--|
| I regularly discuss technology with CSS staff. I also discuss technology with CSS before making purchases.         |
| Unclear question??   |
| The CSS staff is the best I have seen  |
| Service is biased toward in favor of who befreind with CSS staff   |
| I am not sure what you are asking.   |
| Some wireless network cold spots in the SC building could be improved.   |
| Sometimes the faculty should be trained rather than having to wait on someone to CSS to come in to solve problems. |

**6.1) The collective expertise and knowledge of CSS staff can potentially be used to raise that of the faculty in different computing areas(Please rate the extent to which you agree with the following statement:)**

| <b>Response</b>   | <b>Count</b> | <b>Percent</b> |
|-------------------|--------------|----------------|
| Strongly Agree    | 16           | 44.4%          |
| Agree             | 13           | 36.1%          |
| Neutral           | 6            | 16.7%          |
| Disagree          | 1            | 2.8%           |
| Strongly Disagree | 0            | 0.0%           |

**7) If CSS staff was to develop and offer short courses to faculty on topics of high general interest, do you anticipate participating in such courses?**

| <b>Response</b>                  | <b>Count</b> | <b>Percent</b> |
|----------------------------------|--------------|----------------|
| Very likely to participate       | 7            | 18.4%          |
| Likely to participate            | 17           | 44.7%          |
| Not sure                         | 7            | 18.4%          |
| Unlikely to participate          | 7            | 18.4%          |
| Definitely would not participate | 0            | 0.0%           |

**8) Please rate your interest in possible CSS short courses or tutorials on the following topics.**

| (Percentages)  | Very interested | Somewhat interested | Unsure of interest | Not likely to be interested | Definitely not interested |
|--|-----------------|---------------------|--------------------|-----------------------------|---------------------------|
| Tools for software development in Linux and Windows                | 16.7%           | 30.6%               | 13.9%              | 25.0%                       | 13.9%                     |
| Usage of tools for video-conferencing                              | 32.4%           | 35.1%               | 18.9%              | 8.1%                        | 5.4%                      |
| Setting up secure wireless networks at home                        | 32.4%           | 27.0%               | 8.1%               | 16.2%                       | 16.2%                     |
| Training on MS Office tools  | 16.7%           | 22.2%               | 8.3%               | 27.8%                       | 25.0%                     |
| Training on Linux Office tools                                     | 5.4%            | 27.0%               | 8.1%               | 24.3%                       | 35.1%                     |
| How to set up and maintain professional-quality personal web pages | 39.5%           | 34.2%               | 7.9%               | 13.2%                       | 5.3%                      |
| Usage of LaTeX   | 8.1%            | 10.8%               | 10.8%              | 21.6%                       | 48.6%                     |
| Any other topics (please identify in the comments section)         | 20.0%           | 0.0%                | 33.3%              | 33.3%                       | 13.3%                     |

Comment Responses:

|   |
|---|
| I would also like to have my graduate students attend these talks. Other topics could include training on software installed on college computers such as Alias, Ansys, Abaqus, SAS, eclipse, MS visual studio IDE, comsol tools, etc |
| "not interested" answers are due to usage of and expertise in such tools  |
| Graphics tools  |
| email archiving/management  |
| Topics relevant to administering my home machine would be very important.   |
| Since Linux is apparently an option, how about a course on transitioning from MS Windows to Linux? (advantages/disadvantages of making a switch, how to go about it, etc.)  |
| a research license for Lab View   |



**8.1) Tools for software development in Linux and Windows(Please rate your interest in possible CSS short courses or tutorials on the following topics.)**

| <b>Response</b>             | <b>Count</b> | <b>Percent</b> |
|-----------------------------|--------------|----------------|
| Very interested             | 6            | 16.7%          |
| Somewhat interested         | 11           | 30.6%          |
| Unsure of interest          | 5            | 13.9%          |
| Not likely to be interested | 9            | 25.0%          |
| Definitely not interested   | 5            | 13.9%          |

**8.2) Usage of tools for video-conferencing(Please rate your interest in possible CSS short courses or tutorials on the following topics.)**

| <b>Response</b>             | <b>Count</b> | <b>Percent</b> |
|-----------------------------|--------------|----------------|
| Very interested             | 12           | 32.4%          |
| Somewhat interested         | 13           | 35.1%          |
| Unsure of interest          | 7            | 18.9%          |
| Not likely to be interested | 3            | 8.1%           |
| Definitely not interested   | 2            | 5.4%           |

**8.3) Setting up secure wireless networks at home(Please rate your interest in possible CSS short courses or tutorials on the following topics.)**

| <b>Response</b>             | <b>Count</b> | <b>Percent</b> |
|-----------------------------|--------------|----------------|
| Very interested             | 12           | 32.4%          |
| Somewhat interested         | 10           | 27.0%          |
| Unsure of interest          | 3            | 8.1%           |
| Not likely to be interested | 6            | 16.2%          |
| Definitely not interested   | 6            | 16.2%          |

**8.4) Training on MS Office tools(Please rate your interest in possible CSS short courses or tutorials on the following topics.)**

| <b>Response</b>             | <b>Count</b> | <b>Percent</b> |
|-----------------------------|--------------|----------------|
| Very interested             | 6            | 16.7%          |
| Somewhat interested         | 8            | 22.2%          |
| Unsure of interest          | 3            | 8.3%           |
| Not likely to be interested | 10           | 27.8%          |
| Definitely not interested   | 9            | 25.0%          |

**8.5) Training on Linux Office tools(Please rate your interest in possible CSS short courses or tutorials on the following topics.)**

| <b>Response</b>             | <b>Count</b> | <b>Percent</b> |
|-----------------------------|--------------|----------------|
| Very interested             | 2            | 5.4%           |
| Somewhat interested         | 10           | 27.0%          |
| Unsure of interest          | 3            | 8.1%           |
| Not likely to be interested | 9            | 24.3%          |
| Definitely not interested   | 13           | 35.1%          |

**8.6) How to set up and maintain professional-quality personal web pages(Please rate your interest in possible CSS short courses or tutorials on the following topics.)**

| <b>Response</b>             | <b>Count</b> | <b>Percent</b> |
|-----------------------------|--------------|----------------|
| Very interested             | 15           | 39.5%          |
| Somewhat interested         | 13           | 34.2%          |
| Unsure of interest          | 3            | 7.9%           |
| Not likely to be interested | 5            | 13.2%          |
| Definitely not interested   | 2            | 5.3%           |

**8.7) Usage of LaTeX(Please rate your interest in possible CSS short courses or tutorials on the following topics.)**

| <b>Response</b>             | <b>Count</b> | <b>Percent</b> |
|-----------------------------|--------------|----------------|
| Very interested             | 3            | 8.1%           |
| Somewhat interested         | 4            | 10.8%          |
| Unsure of interest          | 4            | 10.8%          |
| Not likely to be interested | 8            | 21.6%          |
| Definitely not interested   | 18           | 48.6%          |

**8.8) Any other topics (please identify in the comments section) (Please rate your interest in possible CSS short courses or tutorials on the following topics.)**

| <b>Response</b>             | <b>Count</b> | <b>Percent</b> |
|-----------------------------|--------------|----------------|
| Very interested             | 3            | 20.0%          |
| Somewhat interested         | 0            | 0.0%           |
| Unsure of interest          | 5            | 33.3%          |
| Not likely to be interested | 5            | 33.3%          |
| Definitely not interested   | 2            | 13.3%          |



**9) How satisfied are you with the educational and productivity software currently on the CSS systems?**

| <b>Response</b>                    | <b>Count</b> | <b>Percent</b> |
|------------------------------------|--------------|----------------|
| Very satisfied                     | 9            | 23.7%          |
| Somewhat satisfied                 | 22           | 57.9%          |
| Neither satisfied nor dissatisfied | 4            | 10.5%          |
| Somewhat dissatisfied              | 2            | 5.3%           |
| Very dissatisfied                  | 1            | 2.6%           |

Comment Responses:

|   |
|---|
| no simple graphics program available like Canvas. What is available is HIDEOUS !                        |
| Addition of the MatLab symbolic package could be helpful even if it is effectively another Maple engine |
| I have educational videos on DVD, but I can't view them on my office computer.                          |
| would like to see a research license for lab view   |

**10) Please rate your agreement with the following statements regarding educational software on the CSS system.**

| (Percentages)  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| I would know how to go about requesting that new educational software be installed on the CSS system       | 32.4%          | 32.4% | 21.6%   | 13.5%    | 0.0%              |
| In the past five years, I have requested that new educational software be installed on the CSS system      | 39.5%          | 28.9% | 13.2%   | 13.2%    | 5.3%              |
| The existing system for getting educational software installed and maintained on the CSS system works well | 21.1%          | 44.7% | 26.3%   | 2.6%     | 5.3%              |

Comment Responses:

|   |
|---|
| Where is the drawing program not the hideous ones ? I gave up asking long long ago. |
| Decentralize the busget allocation to departments                                   |
| Covering the cost is the bigger issue.  |

**10.1) I would know how to go about requesting that new educational software be installed on the CSS system(Please rate your agreement with the following statements regarding educational software on the CSS system.)**

| <b>Response</b>   | <b>Count</b> | <b>Percent</b> |
|-------------------|--------------|----------------|
| Strongly Agree    | 12           | 32.4%          |
| Agree             | 12           | 32.4%          |
| Neutral           | 8            | 21.6%          |
| Disagree          | 5            | 13.5%          |
| Strongly Disagree | 0            | 0.0%           |

**10.2) In the past five years, I have requested that new educational software be installed on the CSS system(Please rate your agreement with the following statements regarding educational software on the CSS system.)**

| <b>Response</b>   | <b>Count</b> | <b>Percent</b> |
|-------------------|--------------|----------------|
| Strongly Agree    | 15           | 39.5%          |
| Agree             | 11           | 28.9%          |
| Neutral           | 5            | 13.2%          |
| Disagree          | 5            | 13.2%          |
| Strongly Disagree | 2            | 5.3%           |

**10.3) The existing system for getting educational software installed and maintained on the CSS system works well(Please rate your agreement with the following statements regarding educational software on the CSS system.)**

| <b>Response</b>   | <b>Count</b> | <b>Percent</b> |
|-------------------|--------------|----------------|
| Strongly Agree    | 8            | 21.1%          |
| Agree             | 17           | 44.7%          |
| Neutral           | 10           | 26.3%          |
| Disagree          | 1            | 2.6%           |
| Strongly Disagree | 2            | 5.3%           |

**11) Please provide additional comments below on your general degree of satisfaction with the computing support services presently being provided in the College of Engineering.**

|  |
|--|
| Things are pretty good.  |
| I think Doug Eltoft and his staff do an outstanding job.   |
| There needs to be an issue tracking system so that problems are not "forgotten" over time.   |
| Staff are nice and helpful. Keep them. But the purpose of the system should be up to the faculty. I'm not sure this is the case. Its sort of a take it or leave it attitude too often. Like how long did it take to get PCs with USB 2 ports on them ?? Way way long after they were available we were getting machines with useless 1.1. Of course you could buy it and add it.....   |
| There is not enough support for the kind of scientific computing that many graduate students need to do. As a consequence, some faculty need to set up and maintain their own computers. There are no high-speed/memory computers available for scientific computing.  |
| CSS makes commitments to have laboratory software installed and then doesn't meet those commitments. Very disappointing. My TA and I take care of the mess after CSS has let the ball drop.  |
| There needs to be a better mechanism to access college network software for those who have self-administered computers. As it stands now, when a new computer arrives in a self-administered faculty office, it just has the basic operating system on it. It is faculty members job to hunt down all the software that they need and track all the license server information from CSS staff. The CSS staff is very helpful in this regard. However it does mean lots of trips to CSS offices. In my recent upgrade it took me several weeks to get all the pieces that I needed. I would like to see an online software resource for self-administered faculty. At least the initial setup should include all the software that is on the college administered computers. It will be a lot easier to disable/remove pieces that are not needed as opposed to trying to get all of them from various individual sources.  |
| The college does not sufficiently support peripheral hardware for our PCs. In particular, we need a better method for supporting palm pilots or other handhelds used for calendars and communications. Also, the college replace the drives, mouse, keyboards, etc. Lastly, since most faculty and COE research staff maintain laptop or desktops at home, we need assistance in coordinating between these systems and our office PCs. It would be nice to have a CSS staff member who can provide good advice or training, and perhaps write a document, for how best to set this up.  |
| CSS has done good job in managing the hardware and network. They need to do much more on software training; e.g., the calender software appears to have been around for some time, but there has been no news or training about the software. There may be other software that we are not aware off.   |
| I believe that the CSS staff in general are trying their very best to fulfill the needs of the faculty and students in the College of Engineering  |
| It suddenly became much better a few years ago. I think the technology finally caught up with the promised levels of service made by vendors in the 90s. CSS staff has been courteous and helpful when contacted.  |
| CSS people seem to go above and beyond. They are very quick to help and do a great job. they don't get enough credit for the work they do, especially on weekends and over holidays so we don't have to be without computers when we want them.  |
| CSS is a tremendous resource for the College. In a variety of ways (and for a variety of reasons) the College falls far short of taking full advantage of this resource. CSS should invest more resources in helping faculty members develop their IT skills with a goal of helping faculty members enhance their productivity and effectiveness in all of their academic responsibilities. Given that most faculty remain here for many years, such investments would repaid many times over. To put it another way, CSS should not simply think of themselves as a service provider for faculty but increasingly as being in the faculty development business. I think CSS should take a more seamless approach to supporting the academic activities of faculty. It should be seamless with respect to the nature of the activity (teaching, research, service) and with respect to the location (office, campus, home). In my own case (and I suspect that of many others), I am not nearly as productive on many things when I work from home as I am when I am in the office. I also struggle more than I should maintaining my home computer (which I use mostly for professional purposes). This takes my time but as important prevents me from being as productive as I could be.<br>Steve Collins |
| Doug and CSS staff do a very nice job of providing computing support services.   |
| The College of Engineering and CSS seem to be big fans of Microsoft Windows, probably because it ensures job security for CSS. I certainly don't want to self-administer a Windows machine, what a pain in the butt that would be! I didn't know I had the option of having a COE-provided Linux machine in my office. And what about other operating systems such as Mac OS X? CSS seems reluctant to acknowledge that there are faculty and staff using the Mac OS at home, in labs, and even in their offices. Don't you think CSS should be interested in why people   |

choose something different and how it's working for them, rather than ignoring the issue?

Great people, enthusiastic and very helpful I would find it helpful if I could come up with a less chaotic way to archive my email. I would like it to be easier to be able to search saved email without having to take up space in my email account.

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# **APPENDIX II.**

## **Draft Software Funding and Acquisition Guidelines**



# ***DRAFT: Software Funding and Acquisition Guidelines March 2007***

## **Purpose**

This document describes the guidelines for new software acquisitions and allocation of existing software resources.

## **Funding Source**

Software capital purchases and annual software maintenance costs are funded by student fees. The software maintenance budget is divided into system software (operating systems, compilers, backup software), utilities (X-WinPro, Ghostview, Acrobat), non-engineering-specific software including productivity tools (Visual Basic, Microsoft Office), and commercial educational software (e.g., Pro/E, Matlab, ChemCAD).

## **Guidelines**

CSS will fund 100% of purchase costs of new software up to a pre-determined maximum per year for combined new purchases. CSS will fund 100% of maintenance costs of all software that meets the usage threshold. CSS will purchase additional licenses for software on maintenance when usage warrants.

There will be a trial period for new software. During this time, the usage threshold requirement for funding will be suspended. If the software does not meet the usage threshold by the end of the trial period, CSS funding will be discontinued.

Departments can opt to provide 100% of funding for software that does not meet the usage threshold.

CSS will provide departments with reports of software usage statistics and threshold data at regular intervals and on request.

## **Research Use**

The funding model applies to the educational portion of any license agreement. When there is a differential cost between an educational version and research version of a software package, the CSS contribution will cover the cost of the educational version. Departments and researchers interested in the research version must cover the purchase and annual cost differential.

## **Commercial Educational Software Acquisition Policy**

In order to maintain a secure and productive computer environment, software must meet the following guidelines to qualify for a network install and CSS funding.

1. Annual maintenance must be purchased for all commercial software. Annual maintenance must include phone support.
2. Software must be able to run as an ordinary user (i.e., not as a Power user or Administrator).
3. Software must support network licensing and must be able to be run from any machine on the College network.
4. Enough licenses must be purchased to adequately support the class (or classes) in which the software will be used. The College recommends purchasing at least a number equal to 20%-25% of the maximum number of students in the class (or classes) or a number equal to the number of seats in the 1245 SC electronic classroom (33).
5. Department(s) using the software are responsible for any reporting requirements (e.g., Ansys requires an annual usage report).

If a purchased package does not meet these guidelines, CSS will not install it on the network. However, the software may be installed on an individual faculty machine or in a research lab.

## Annual Software Maintenance Renewal Timeline

Software maintenance renewal processing coincides with budget planning for the new fiscal year. New funding requests will be accepted beginning March 1 and until the funding for that year is exhausted.

## Guidelines for Installation Requests

These guidelines apply to purchased software and donated or free software.

In general, the sooner CSS receives the software, the more likely it is that the install will be completed prior to the start of the next semester. Requests will be processed in the order they are received. Queue order may change if the requesters agree to the change.

## Guidelines for Software Removal

When software falls below the usage threshold, CSS funding will continue for one year to allow departments to adjust or alternate funding to be found.

Software that remains on the removal list following the one-year notification period will be removed from lab, classroom, and other public workstations prior to the start of fall classes unless alternate funding is provided. In addition, the College cannot maintain retired software that remains on individual faculty or research machines. It is especially likely that new OS loads will render retired software inoperable.

## Timeline

Compatibility guidelines: Software must be compatible with the supported engineering lab load in order to be installed on the college network. Windows software installations require a minimum of 2-4 weeks from request date to deploy date providing the software meets the compatibility guidelines.

|                               |   |
|-------------------------------|---|
| March 1                       | New software requests open  |
| June 30                       | Last day to request guaranteed software install for fall; compatibility guidelines apply.               |
| Third week of fall semester   | Last day to request software install for fall; install as time permits, compatibility guidelines apply. |
| December 1                    | Last day to request software install guaranteed for spring; compatibility guidelines apply.             |
| Third week of spring semester | Last day to request install for spring; install as time permits, compatibility guidelines apply.        |

# **APPENDIX III.**

## **Survey of Graduate Students on CSS Support.**

# Survey Results & Analysis

for

## Survey of Computer Systems Support (CSS) Support of Graduate Students

Monday, March 19, 2007



# Executive Summary

This report contains a detailed statistical analysis of the results to the survey titled *Survey of Computer Systems Support (CSS) Support of Graduate Students*. The results analysis includes answers from all respondents who took the survey in the 8 day period from Monday, March 5, 2007 to Monday, March 12, 2007. 58 completed responses were received to the survey during this time.

# Survey Results & Analysis

**Survey:** Survey of Computer Systems Support (CSS) Support of Graduate Students

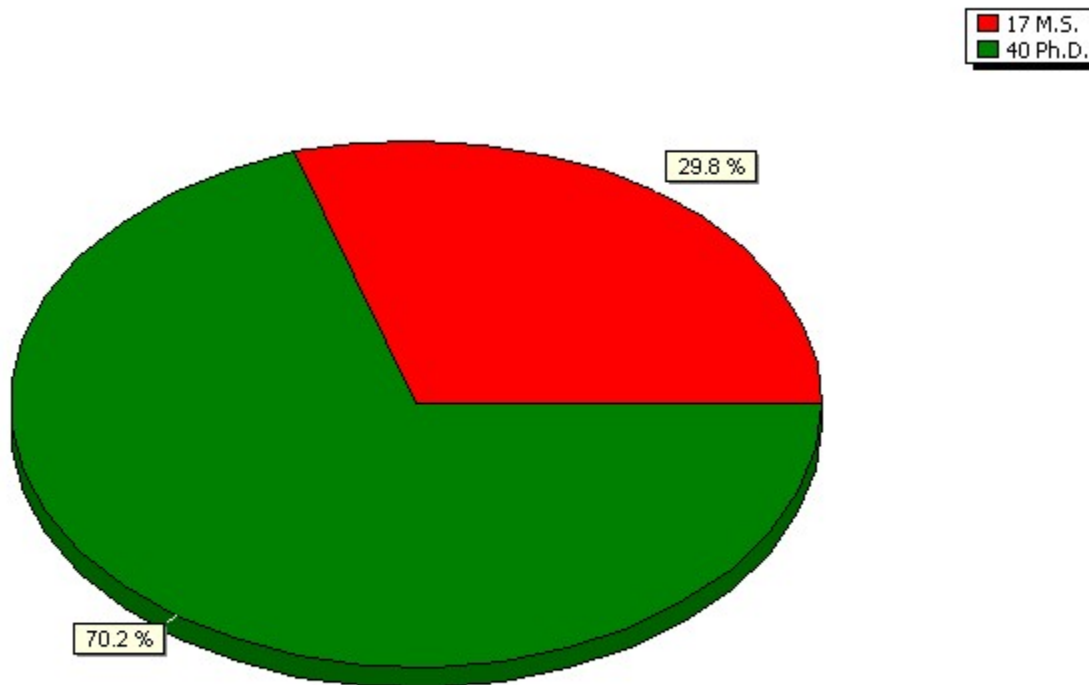
**Author:**

**Filter:**

**Responses Received:** 58

**Are you a master or Ph.D. student?**

**Are you a master or Ph.D. student?**



**How many years have you been in the graduate program?**

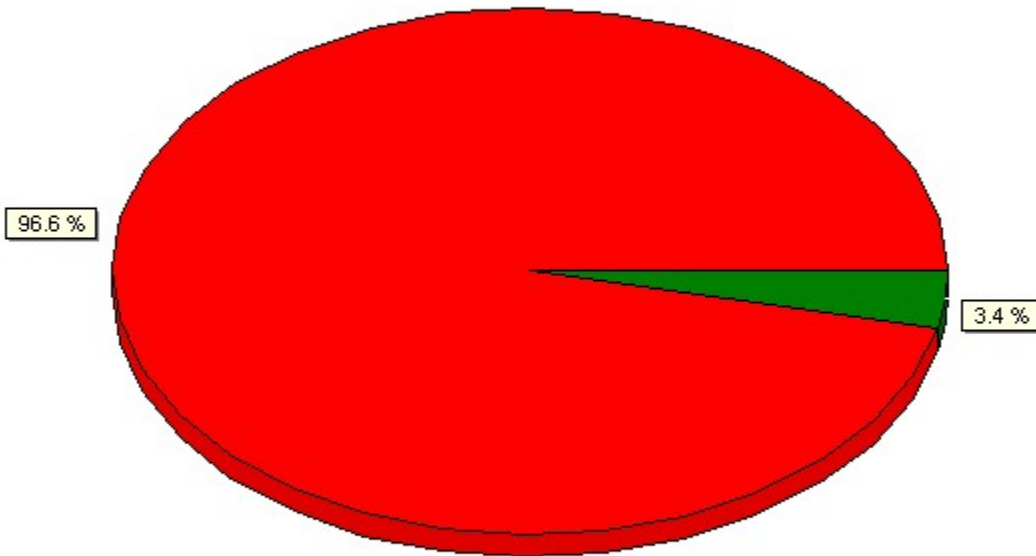
| How many years have you been in the graduate program? |
|---|
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| 1   |
| 2   |
| 3   |
| 4   |
| 3   |
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| 1   |

|            |
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| 4          |
| 4.5        |
| 1          |
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| 1          |
| 2          |
| 1.5        |
| 2          |
| 5          |
| 3.5        |
| 2.5        |
| 2.5        |
| 3          |
| 4          |
| 0.7        |
| 4          |
| 6          |
| 0.5        |
| 2          |
| 1          |
| 4.5        |
| 6 months   |
| 1          |
| 1          |
| 3          |
| 1          |
| 5          |

|     |
|-----|
| 2   |
| 1.5 |
| 0.6 |
| 4   |
| 0.5 |
| 1   |
| 3   |
| 3   |
| 3   |

**Do you have an assistantship (either research, teaching, or fellowship)?**

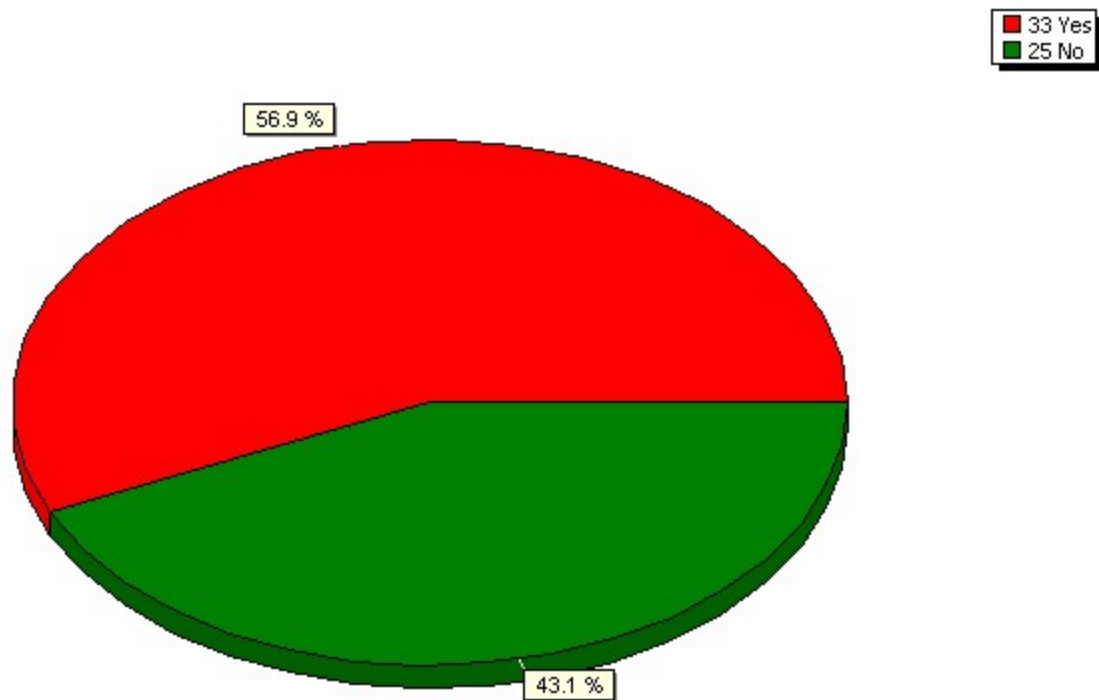
**Do you have an assistantship (either research, teaching, or fellowship)?**



**Are you appointed through one of UI's centers and institutes, such as CBCB, CGRER, CCAD, IIHR, or any others?**

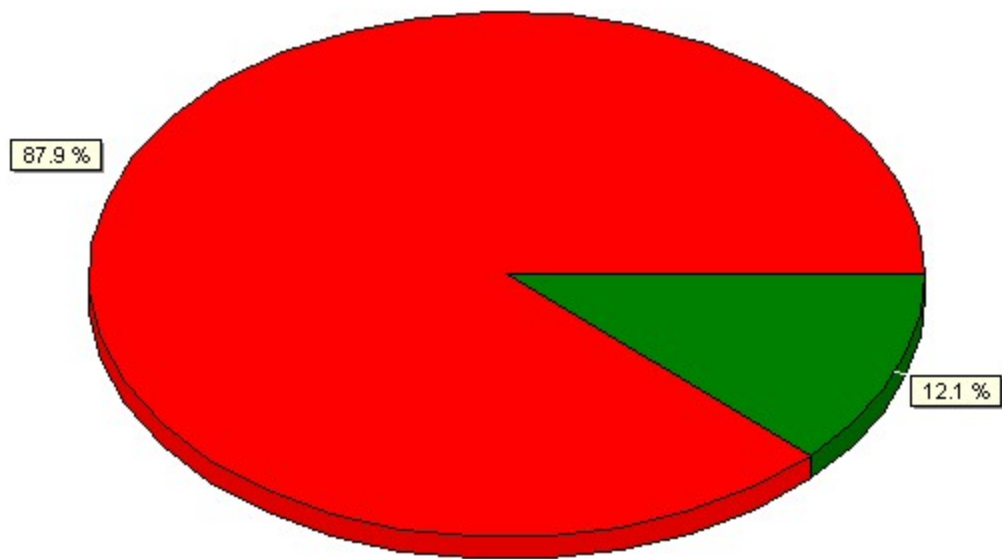


Are you appointed through one of UI&rsquo;s centers and institutes, such as CBCB, CGRER, CCAD, IIHR, or an...



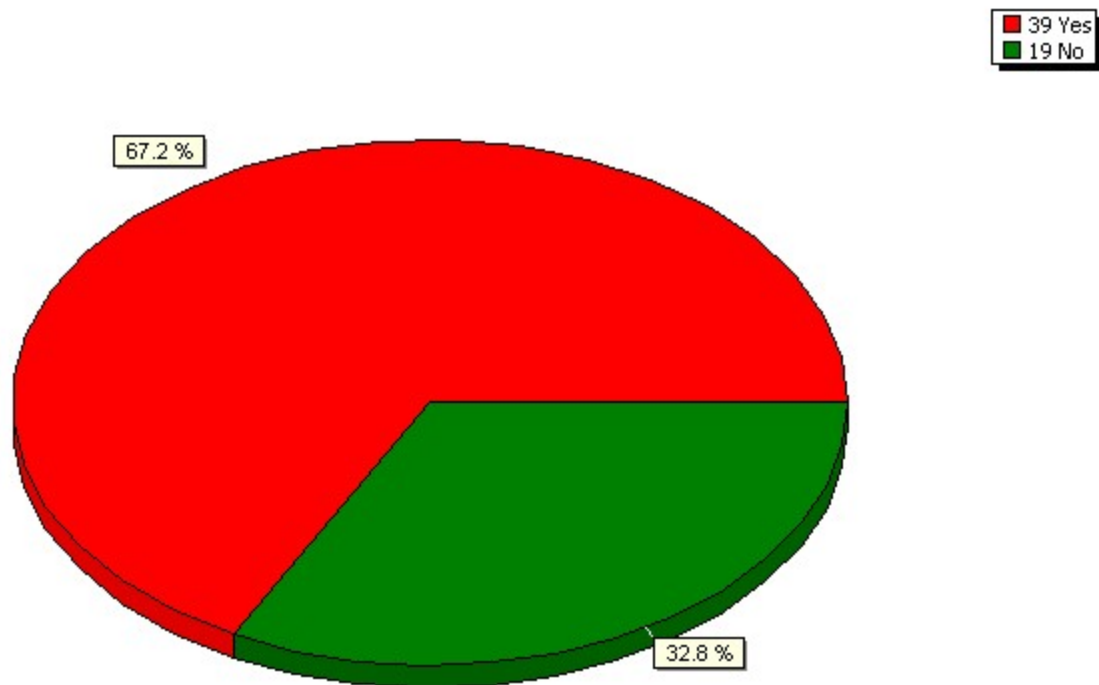
If you have an advisor, does that advisor provide you computer access?

**If you have an advisor, does that advisor provide you computer access?**



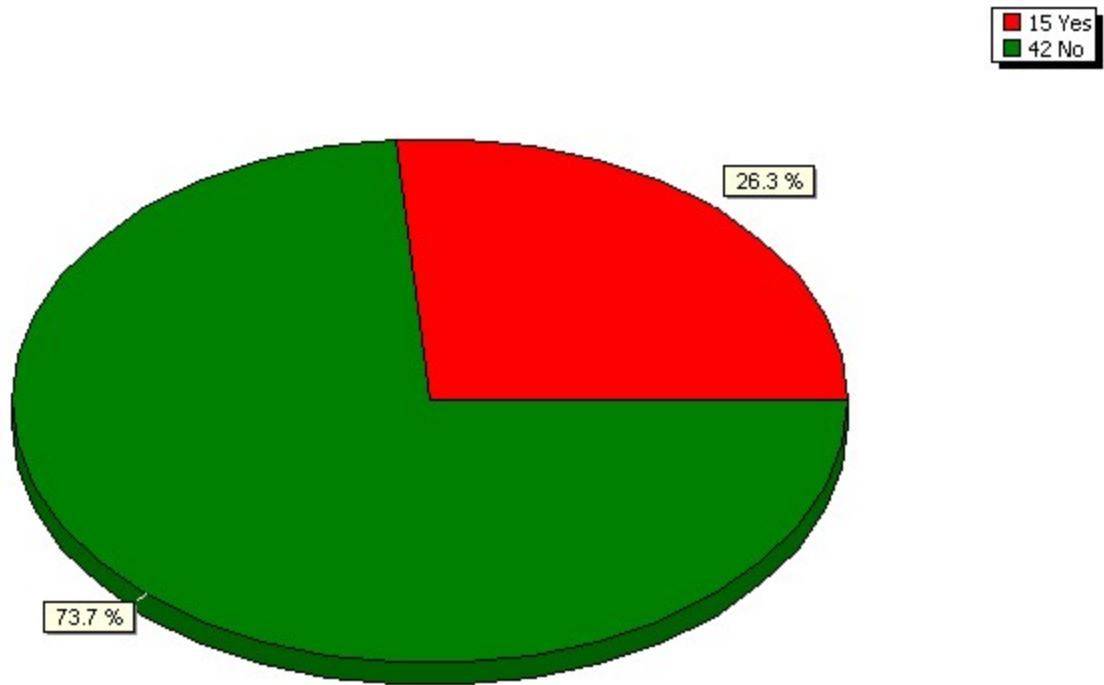
**Does your research require using a high-end workstation (lots of RAM, fast CPU) and running multi-day jobs?**

Does your research require using a high-end workstation (lots of RAM, fast CPU) and running multi-da..



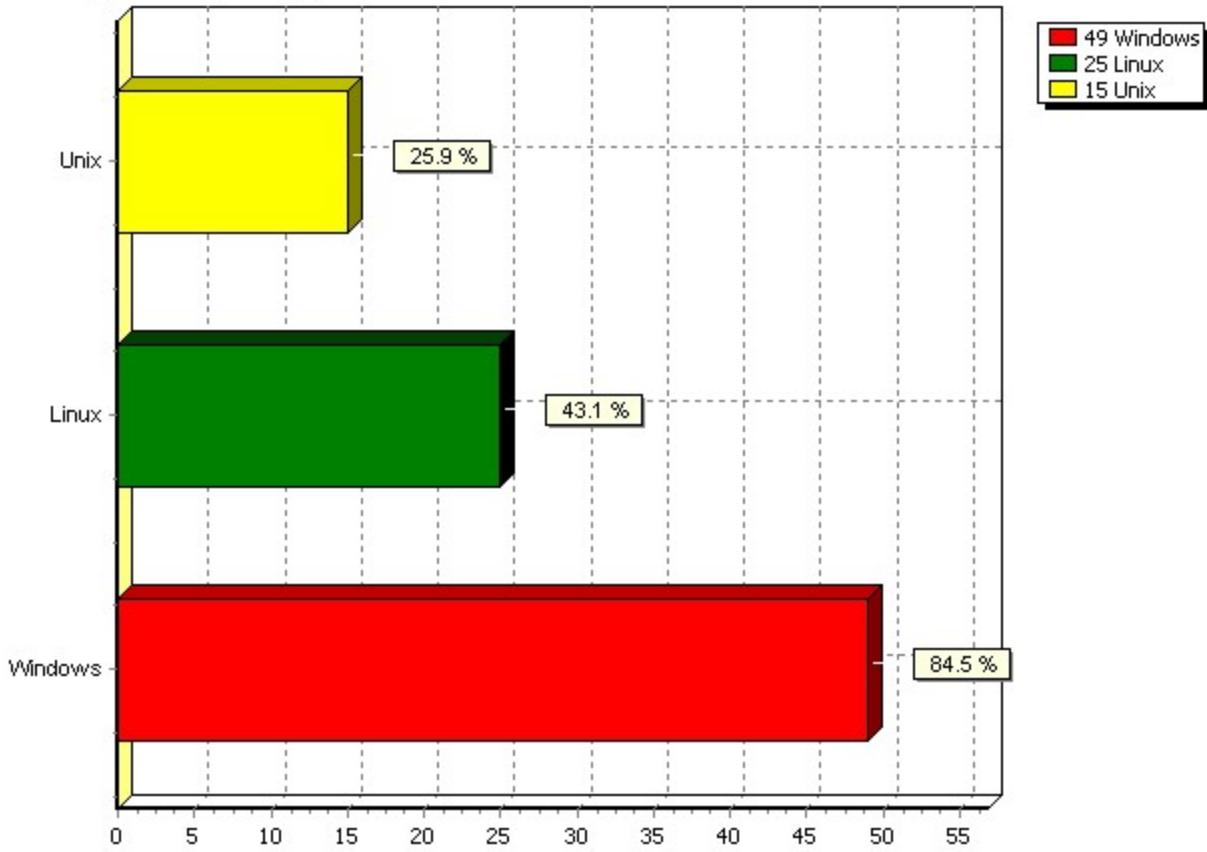
To accomplish your research tasks do you have to use the computers in the Elder and Hering labs, or 1245 classroom?

To accomplish your research tasks do you have to use the computers in the Elder and Hering labs, or 1245 c...



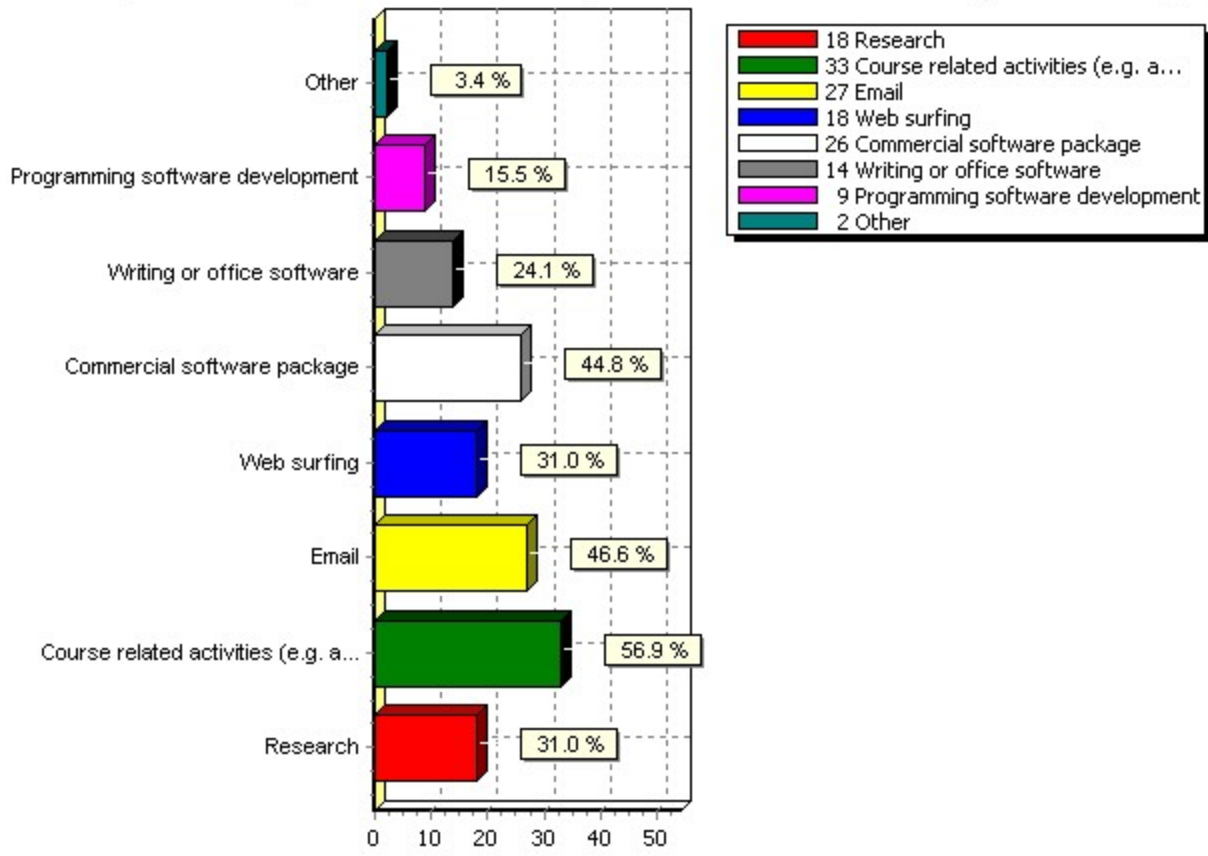
What operation system(s) do you use?

**What operation system(s) do you use?**



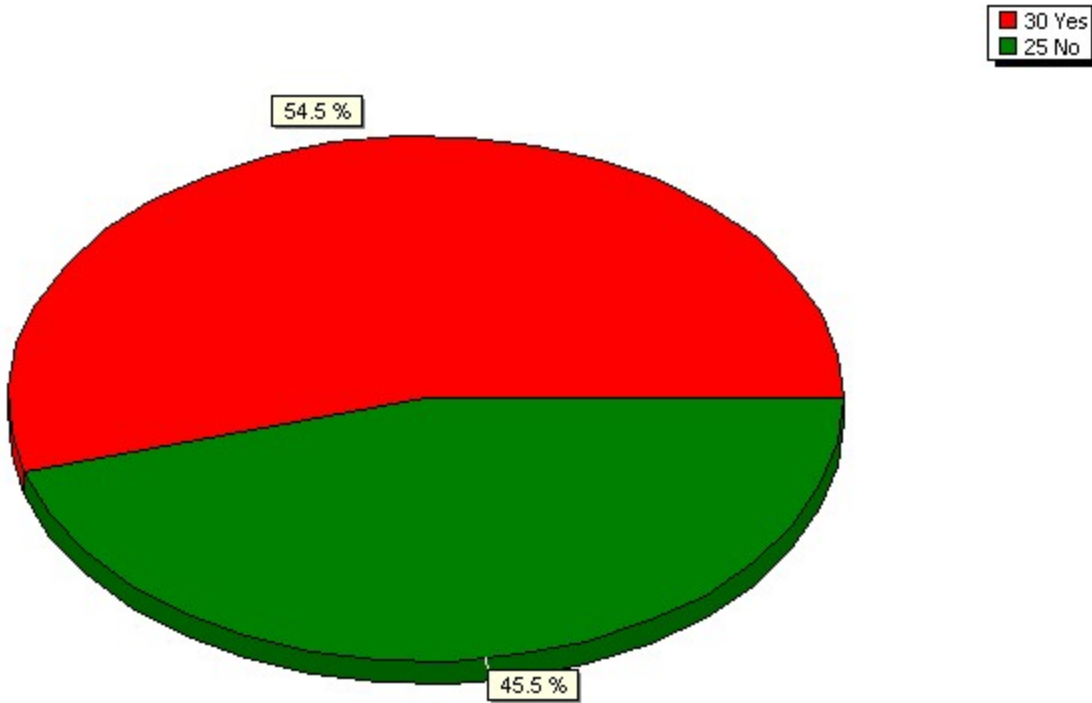
**What do you use the computers in Elder and Hering labs or 1245 classroom for? Check all that apply.**

**What do you use the computers in Elder and Hering labs or 1245 classroom for? &nbsp;&nbsp;&nbsp;Check all that apply.**



**Do you have to pay the computer fee?**

**Do you have to pay the computer fee?**



**Do you have suggestions or comments on how CSS supports graduate student use of computers?**

|  |
|--|
| Support individual lab computing and research. It is sometimes very difficult to conduct research with the way the CSS system is set up. We have to implement work arounds that take time and money when the infrastructure is here, just not available.   |
| Streamline the Virtual Desktop applications to function more consistently and work on machines using the wireless network, or reinstall SAS on the network.  |
| Let teachers know the functions of ICON, so some of them not familiar with it can use it.  |
| It would be nice if the computers had some distribution of latex installed for creating papers.  |
| Better wireless internet accessibility! Current wireless is not available in many labs in SC, which is very inconvenient.  |
| Maybe there is one already but they can offer some seminars on the high performance computing, like information about workstations, PC Clusters, supercomputers, etc.  |
| Please give an detailed and latest instruction for the softwares on Linux  |
| First of all, get some larger storage capacity for engineering email. It is ridiculous to only have 58 Mb when Yahoo! and Gmail both give over 20 times that for free. Then you could work on better documentation, centralizing storage, and more commonly used commercial software that we might need. |
| It took two (2) months to learn how to use the 'remote control' feature from the CSS guys. I there's a lack of coordination between CSS people. Thank you.   |
| Better wireless in the BME/ME wing of the building.  |
| CSS coputers are good for course projects and research   |

Many of grad students need to practice or run jobs with parallel computing. Popular softwares like MPI etc. seems to be installed already. But it does not work properly due to the lack of experience of staffs or ignorance of students. I think some workshops or presentations are needed on parallel computing.

update the website on how to do the matlab install.

Put windows on research machines. Ensure research machines can be linked into the printer network so we can print at Hering or Elder if needed. (I know we still have to pay print fees).

The Wireless signal is extremely weak in the old building. This is causing a lot of inconvenience if we had to use our laptops for documentation.

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