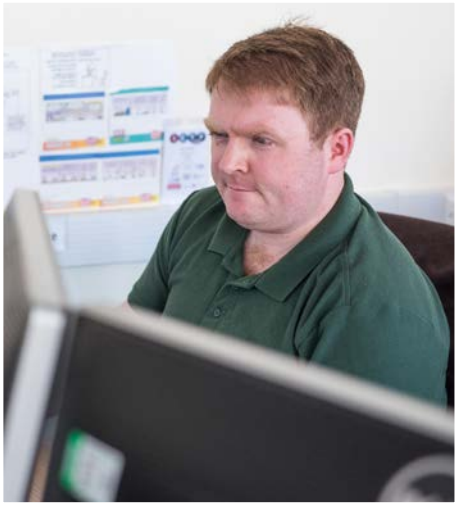
# Annual Report

## 2016/17

Delivering responsive, innovative IT across the University of Oxford





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# Welcome



Rob Judges

This year the focus within IT Services has shifted slightly. Having successfully put in place appropriate project governance, methodology and assurance, we have turned to consider the whole service lifecycle, building on the existing work of the Service Management Office and service delivery teams. This includes a significant reorganisation to align support more effectively with service delivery, to allow better resource management, and managing relationships with key suppliers, including a more flexible structure that allows multi-sourcing.

A fundamental element of this has been the development of a new service catalogue. Not only does this provide a better interface to services for users but behind the scenes it allows the capture of data about services, providing better monitoring and reporting.

The reorganisation of IT Services should also position the department to improve our capability in IT architecture. Good architecture is fundamental to the provision of effective and efficient systems, and is key to systems integration and secure data sharing. Architecture Principles are now in place and are adopted in the development of new systems or in upgrades to existing services. Work has also been undertaken to put in place data governance, to support the architecture through data tools, standards and modelling; as well as to improve our identity and access management, and the data integration between core enterprise applications. All of these will progress further in the next year, following the recent appointment of the University's Enterprise IT Architect.

Information security continues to be a high priority for the University and we have increased our capability in this area. Web servers and websites can be vulnerable to attack and with the provision of a new central web platform, Oxford Mosaic, we hope to help minimise that risk as well as provide an easy to use web development toolset.

The ways in which technology can support teaching and learning have been a priority this year. IT Services is a partner in taking forward the Digital Education Strategy. Our lecture capture service, Replay, has proved popular; the virtual learning environment review is well underway; a pilot service is in place to support academics in optimising the use of digital technologies; and the University's first MOOC was successfully delivered this year.

On 1 August 2017 we celebrated our fifth birthday and we had much to celebrate. In collaboration with colleagues from other central departments, from academic departments and colleges we have fulfilled a large proportion of the collegiate University IT Strategic Plan.

> IT Services remains a department wholly committed to the continuous improvement of our services, and working together to make IT Services a great place to work, and a great place to work with – we look forward to continuing to work with you.

**Anne Trefethen, Chief Information Officer**

# Research

IT Services provides many services for researchers, both directly and by collaborating with the Libraries, academic departments and Research Services.



milkovasa

Our services to researchers range from delivery and support of high performance computing services to researchers, through to administrative systems that support the research lifecycle. Achievements and activities this year included:

- A new, more resilient infrastructure for the Oxford Research Archive (ORA), the service into which Oxford researchers and students deposit their research outputs, and which provides public access to these. This was a collaborative project between Bodleian Digital Library Systems and Services and IT Services.
- The full launch of our new website platform, Oxford Mosaic, which allows users to easily set up their own website. The toolkit is available to users across the University but has been particularly welcomed by researchers, who are able to easily embed data visualisations into websites built on this platform.
- Working with researchers across the University to evaluate third-party Electronic Lab Notebooks (ELNs). The aim is to provide a secure online collaboration and storage environment that helps research groups implement RCUK funded data management plans, and protect IP and confidential research data.
- A new Internal Research Award Management System (IRAMS). We worked closely with divisional offices and Research Services to deliver a purpose-built system for managing internal research funds and external grants with institutional quotas. The new system allows researchers and research administrators to keep all their internal funding applications and awards data securely in a single place.
- Enhancements to the Advanced Research Computing (ARC) facility, increasing its capacity to support the scale, and diversity of research at Oxford. The ARC team is also providing support to users of the new JADE (Joint Academic Data Science Endeavour) GPU based service. JADE is a collaboration between leading institutions in machine learning led by Professor Mike Giles in the Mathematical Institute. Funded by the EPSRC, JADE provides a unique and powerful resource to UK researchers in the machine learning and molecular dynamics communities.




Website platform Oxford Mosaic allows users to easily set up their own website

## Symplectic Elements: meeting a growing need

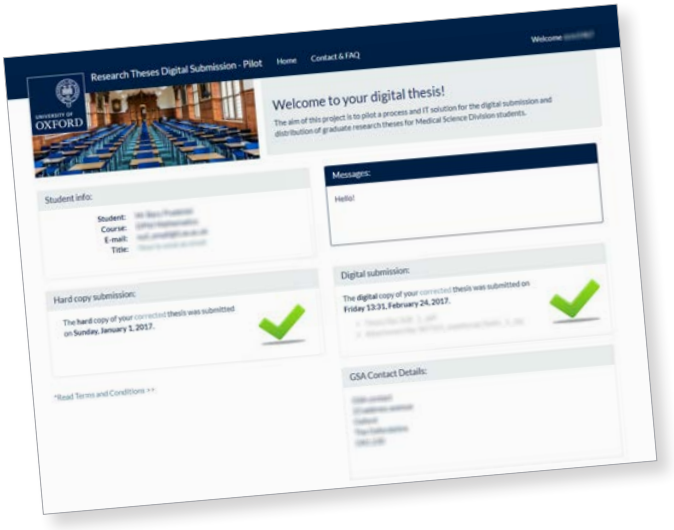
The University of Oxford has had a commitment to open access for many years, ensuring that our research findings are publicly available for the benefit of society and the international research community. IT Services' infrastructure support helps Research Services and the Bodleian Libraries to make this possible, also meeting the need to comply with funders' open access requirements.

We support the Symplectic Elements application, through which researchers can feed their bibliographic records and text files to our institutional repository, ORA. This is a vital tool to help researchers meet HEFCE requirements for open access in the next Research Excellence Framework. It also has several other uses, for example recording information about research outputs that can be fed through to other University systems such as departmental websites.

We have also completed a Symplectic Elements enhancement project that included an upgrade to the application, a Research Environment Module that brings grants and funders' information into Elements and an improved test environment. Perhaps more importantly we migrated the application to a new infrastructure platform with more capacity, meeting the growing need for the service now and in the future.

'With the help of IT Services, Symplectic Elements is now in a position to provide a stable service supporting the increasing demand from Act on Acceptance.'

**Eugenio Barrio, Research Services**




## Digital submission tool for research students

This year, we piloted a new Research Thesis Digital Submission (RTDS) application, a simple, safe and secure way for research students to submit a digital copy of their research thesis and other materials for examination. The pilot is being carried out with students in the Medical Sciences Division (while continuing to make submissions in line with the existing formal research degree regulations).

Research students receive automated email prompts to upload their digital theses via RTDS, logging into the system via Single Sign-On. Similarly, examiners receive an email alert to review the submissions, in their case with a unique web link taking them directly to the relevant files for download. Support is available within the application through Frequently Asked Questions and Quick Reference Guides.

The pilot covers the submission deadlines for Hilary and Trinity terms 2017, after which we will analyse the findings to ensure the application meets users' needs, before rollout to the other academic divisions is recommended.

# Education

IT Services provides services and projects to advance the University's capability in technology-enhanced teaching and learning, along with events to raise awareness of best practice and lessons learned.



Xavier Laurent

A key focus this year has been our work to support the implementation of the University's Digital Education Strategy, while we also continue to deliver improvements to the student systems. The following examples give an idea of the range of our support for education across the University.

- The growth of the lecture capture service (Replay) since becoming a central service. It is now being used by 22 departments, giving students the opportunity to review lectures online.
- Six roadshows presented by Academic IT across the University this year, demonstrating technology such as virtual reality and promoting the University's Digital Education Strategy. With the help of local IT staff and academic colleagues we discussed learning technologies with 100 staff and students at these events.
- Cabinet, an online platform that makes resources from Oxford's library and museum collections more accessible for teaching and research. This works through digitisation (both 2D and 3D) and bringing these resources into a single intuitive interface, accessed through WebLearn. Cabinet was one of the winners in the 2017 OxTALENT awards, organised by Academic IT to highlight innovative uses of digital technologies in education, research and public engagement.
- Turnitin updates. In January we upgraded Turnitin, the plagiarism awareness software. The new version (called Turnitin Feedback Studio) has a simplified, more intuitive interface that makes it faster and easier to promote academic integrity and to provide feedback and evaluate student submissions.
- Recognising that the reprovisioning of a new virtual learning environment (VLE, see page 5) is a long task, we have upgraded to WebLearn 11, which includes the latest improved usability on mobile devices and other enhancements. WebLearn now contains the option of setting up assignments to be submitted and marked anonymously. This is being rolled out to support the increasing requirement for submitting coursework online.

140

learning technology consultations



Rob Judges

## Progressing the Digital Education Strategy

The University's Digital Education Strategy was a major focus for our Academic IT group this year, led by our representatives on the Education IT Board and on the Digital Education Strategy Implementation Group.

The approach to implementation is that it should be driven by the enthusiasm and inspiration of academic staff and students. This means that we work with divisions as partners, encouraging departments and faculties to set their own priorities and supporting them in adopting new technologies.

A consultation of departments and faculties during Michaelmas term 2016 identified two main priorities: a new VLE, and learning technology support staff to help academics identify and implement digital tools to enhance teaching and learning. IT Services has a key role in delivering these.

We have appointed two learning technologists to our new Technology Enhanced Learning team. Since launching their consultation service at the start of the academic year, the team has carried out 140 individual and small group consultations. These covered a range of topics including online learning design, flipped classroom, virtual reality and student app development.

We have also developed two new workshops to support active learning with technology and have supported departments in the development and evaluation of blended and online courses, including the development of Oxford's first MOOC (see page 14).

## Reviewing our virtual learning environment

At the beginning of the 2016/17 academic year, we embarked on a VLE review to determine whether WebLearn would continue to meet the University's requirements as the primary platform to support teaching and learning. The WebLearn platform, Sakai, has been Oxford's VLE for eight years. There was also the impetus of the Digital Education Strategy consultation, in which the need for a more intuitive and user-friendly VLE emerged as a key finding.

We carried out surveys, workshops and interviews with academics, administrative staff and students from across the University, including those who don't currently use WebLearn. We also researched what approach other universities took when carrying out their own VLE reviews. We then pulled together findings into a report published in Trinity term.

By the end of the academic year, the review began to move forward with a recommendation to look for a new VLE for Oxford. Potential suppliers will be invited to submit a proposal fulfilling Oxford's requirements, and will then undergo a selection process. The main reasons for looking for a new supplier are to provide an improved user experience to staff and students, foster the development of specialised tools for Oxford, and support academic staff as innovative teachers by improving key digital platforms.

22

departments using lecture capture

# Enterprise Administrative Information Systems

IT Services works in partnership with the University's central administrative units to develop and support the University's business and information systems. We also carry out University-wide initiatives, such as our work on data, to improve the quality of information available to all administrative and academic users to support their decision making.



Effective administrative systems rely on a sound data architecture and governance that allow integration of our systems and provide high-quality data on which management decisions can be made. In order to improve our existing data architecture and governance, and our use of data, we have been taking forward projects on data governance (describing our data more precisely and managing it more effectively) and business intelligence (the way we access and analyse information to improve our business performance).

One example of a small but useful project for better integrating data is the University's new organisational chart, which we migrated from an Excel spreadsheet onto a Microsoft Dynamics database. This will enable others across IT Services to make use of the data, with a web service that can feed to other systems. Changes can also be requested through a new web form and are overseen by the Planning and Resource Allocation Section (PRAS).

Other achievements this year included:

- The introduction of new software to easily build online forms, in response to a request from staff. Nintex Forms is administered through SharePoint with any data collected securely held within the University network.
- Improvements to DARS, the University's fundraising and alumni relations database and CRM software. As part of our wider DARS Stabilisation project, we delivered a technical infrastructure upgrade which will support the imminent upgrade to version 4. The Gift Administration project is already reducing the risk of gift attrition as well as saving staff time through more efficient processes. The Audit and Compliance project is planning ways for DARS to help capture and manage alumni consent, while also mitigating identified risks.
- Improvements to the Admissions Decisions Support System (ADSS): as well as upgrades and enhancements, new features mean that those colleges previously using the legacy ADMIT system are now able to begin using ADSS.



## Online exam timetables

In Hilary term 2017, students were able to use online exam timetables for the first time. We added examination timetables to Student Self Service, replacing paper copies of personal timetables for all students. Students can access their personal timetables in a print-friendly format, along with any alternative arrangements that they may have been granted. They receive automated email notifications of their timetables as well as a reminder prior to their examination and information about any changes. The new functionality also helps college administrators, who can access their students' latest exam information through a new eVision screen.

The online timetables have reduced delays in correcting issues with examinations entries or alternative arrangements, and the Examinations and Assessments team is receiving fewer queries from students about their exam timetables.

## Modelling data with Casewise

The University's business systems involve a huge amount of data, and an equally large amount of information about the structure of the data. To date, many different members of staff, from business analysts to software developers and data architects, have recorded this information independently, resulting in duplication of effort and records, and lost opportunities for information sharing.

Our data modelling project now allows this information to be recorded just once in Casewise, our new data modelling toolset, and reused as needed. The information can be used to create data, process models etc that will ultimately be accessible by users across the University.

Data modelling – analysing data items and creating a model of how they relate to each other – is a way of improving how we describe the data we hold, so that we can use it more effectively. Data models are essential for data-dependent IT projects such as integrations, migrations, application development and business intelligence reports.

With Casewise, we can store and access this kind of information centrally, allowing colleagues to quickly find information about the data they are interested in, helping to cut down delivery times for software development. This will have a long-term legacy in improving the overall quality of the University's data.

## SITS:Vision for colleges

IT Services working with colleagues from the Academic Administrative Division (AAD) completed our SITS:Vision for Colleges project this year, with 14 colleges participating and others interested in adopting the service.

The project was initiated at the request of several colleges, who wanted to investigate whether the University's student records system could be used to support college academic administration. Following a feasibility study, the first 14 colleges entered into a partnership agreement with the University to design and develop the new College Records system.

The project created three main extensions to existing SITS:Vision functionality: additional student records functionality for colleges, a 'members' module to manage information about college members and staff, and 'groups' functionality to track group memberships for students and staff (such as common rooms, committees and clubs). We also developed a new data feed which will enable colleges to integrate SITS:Vision with their local IT systems.

This joint system allows shared management of student information by the University and colleges, which will help to reduce duplication of effort and improve data quality. It also provides a common software platform for staff working across a number of colleges, who can share expertise and work together to devise future improvements for Oxford.

# Infrastructure

IT infrastructure helps ensure that IT services offered across the University are secure, resilient and reliable.




**13,460**
new phones delivered to date

Infrastructure Services is the largest group in IT Services, reflecting the huge range of work it undertakes. It has also undergone the most changes as part of our Change Programme (see page 13), consolidating the teams that support core services and building our capabilities in other key areas for the future. Highlights include building a capability around technical leadership and architecture, and the formation of teams to support cloud services, endpoint device management and network services for departments and colleges. These changes reflect how IT is now delivered and the growing demand from the University in specific areas.

Activities and achievements this year included:

- Nearing completion of the Data Centres project. The new Hall Two in the Shared Data Centre has been built and is expected to be available later this year, and a third-party supplier has been identified for the new external data centre.
- Initiation of the Nexus 365 project: this will migrate our centrally managed email and calendaring (part of our Nexus service) to the cloud-based Office 365 service, providing increased mailbox quotas, access to OneDrive for Business and other benefits. We have undertaken detailed consultation and planning so that this can take place with minimal disruption.
- Progressing the Identity Management Core System project, which aims to improve the way we manage the information we hold on the staff, students and visitors who need access to the University's systems, data or property. The enhanced digital identity service will create a faster, more secure and reliable user experience throughout the University.
- An annual programme of upgrades to maintain services and increase capacity. Just a few examples are: adding Threat Management Gateway servers to the Nexus infrastructure; adding storage to CONNECT (which was forecast to reach capacity in 2017); additional storage to accommodate growing data for business systems; and replacement of end-of-life servers.

330

migrations to the new Odin network

## New telephone services ahead of schedule

Many of our infrastructure projects affect large groups of people across the University, but replacing all the telephones in the University with a modern communications system affects the vast majority of staff who work here.

That was the challenge for our team working on the project to deliver our new unified communications service, Chorus. This involved transferring around 500 college, department and administrative buildings to the new system as well as delivering over 20,000 new phones (over 13,000 to date).

The logistics were carefully worked out, with work divided into six tranches of three months each. Then there was a crisis: the emergency closure of the Tinbergen building (Zoology and Experimental Psychology) meant that 800 people needed to be relocated and were in urgent need of telephone access.

One of the benefits of the new Chorus system is that every person (rather than every phone) has their own telephone number. Individuals can choose their own 'preferred device' to work with this number, whether it is a phone in a different building or a mobile phone, and calls will be directed to that device. This was perfect for people working in temporary accommodation.

So, drawing on the experience of the deployment to date, including close engagement with department administrative and IT staff, our team were able to move these 800 people to Chorus ahead of schedule. This has also created the extra capacity to bring forward other work, with completion of the project now due by the end of 2017, three months earlier than expected.

60,945

mailboxes in Nexus



ryaking999

## A vital backbone

Much of the infrastructure work carried out by IT Services is 'invisible' but vital – the unseen activity that enables many services that we all take for granted. In the case of our backbone network, it is literally hidden beneath our feet: it includes 300km of external optical fibre cable under the streets of Oxford.

As part of the TONE (The Oxford Network Evolution) project to create a new network, we installed 60km of new fibre as well as repairing and laying new fibre duct. We then had to complete complex design work before rollout of the new Odin network service, which provides interconnections between department and college networks and the external Janet network via the new University backbone network.

This involved migrating services such as eduroam, Chorus and Nexus from the old University Backbone Network to the new Odin network, as well as completing over 330 college and departmental migrations – with a nine-week migration process for each customer. This makes it one of the largest infrastructure projects we have worked on.

All but a few sites (with specific technical issues) have now been migrated, meaning the University can enjoy the benefits of a backbone network which offers greater levels of both resilience and capacity.

# Cybersecurity

The issue of cybersecurity has become increasingly high-profile this year; our job is both to protect the University from attack and to ensure that everyone has the knowledge and awareness to play their part, enabling everyone in the collegiate University to carry out their business, teaching and research with confidence.

This year saw the main delivery period of Phase 2 of our Information Security Improvement Programme (ISIP), which focused on two fronts: an education and awareness programme for staff, and enhancements to our technical detection and prevention capabilities. Aspects of the programme included designing a new website, refreshing the Oxford Computer Emergency Response Team (OxCERT) infrastructure, developing a new security analytics platform (SAVANT), testing anti-virus tools and piloting a new risk and compliance tool.

We have also provided help and advice to others within the University, from project teams to academic staff. Support included:

- Working with the Oxford Mosaic project team to perform due diligence over a third-party hosting provider and to assess the security arrangements of the platform; carrying out incident response exercises to test readiness.
- Working with the Nexus 365 project team to articulate the risk of email threats; contributing to functional requirements for additional security tools; helping to produce security guidance for users.
- Working with the Research Services and Academic IT teams to develop new resources and information events that will help researchers handle confidential research data in the most appropriate way.



2,449

people passed our security awareness test in six weeks

'I completed the course recently – it took 40 minutes and was extremely useful in refreshing my knowledge of the steps I can take to maintain the security of my own work.'

**Professor Ewan McKendrick, Registrar**

## Assurance across the University

It is not just our Information Security Team (IST) that is responsible for security within the University: everyone plays a part. The IST, though, is there to make this happen, and this year undertook a University-wide assurance programme to ensure that everyone meets the requirements of our information security policy.

The aims were to provide a mechanism for departments and colleges to self-assess their existing security arrangements, to highlight good practice that can be shared and to identify areas where the IST may need to provide extra support.

This involved all sections within University Administration and Services (UAS) and Gardens, Libraries and Museums (GLAM), along with academic departments/faculties and colleges (and permanent private halls). Each section, department and college completed a self-assessment against our recently updated baseline security requirements. This was then analysed by IST who issued around 150 reports at the end of the programme in May.

'The report exceeds expectations in terms of professionalism and usefulness, and I believe will be an effective catalyst for significant improvements in IT operations across the University.'

**Tom King, IT Officer, Department of Plant Sciences**

## Raising security awareness

Staff awareness and behaviour are vital to our protection against information security threats, and awareness training is required under the University's information security policy. Our online awareness module plays an important part in meeting this requirement, reaching large numbers of staff.

We already had an awareness module for staff but decided this year to refresh the content and style. Content was written by IST with input from Data Protection and others, and the module is hosted in the Oxford Learning Institute's e-learning platform.

Some changes, such as improved content on areas like phishing, were to meet changing threats; others, like new content on Bring Your Own Device, reflected changes in computer use at work. Another new feature was a test to assess understanding, along with an option to print or download a completion certificate.

The module was targeted particularly at UAS and GLAM, where completion was mandatory, but is promoted to all departments and colleges and accessible to all with a Single Sign-On. There are now around 60 departments and colleges using it. In the first six weeks 2,449 people completed the module and passed the test. Of these, 1,624 are in UAS and GLAM.

## Supporting Cyber Essentials certification

Oxford University Innovation (OUI) achieved Cyber Essentials certification in January, with help from the IST.

The Cyber Essentials scheme demonstrates that an organisation has achieved government-endorsed standards for cybersecurity. As well as providing reassurance to those you work with, it is a mandatory requirement for government contracts.

Other parts of the University who work with government departments or agencies will also be required to have Cyber Essentials certification, and it may be needed by others with industrial partnerships. The IST are able to support all parts of the University with Cyber Essentials or other certifications.

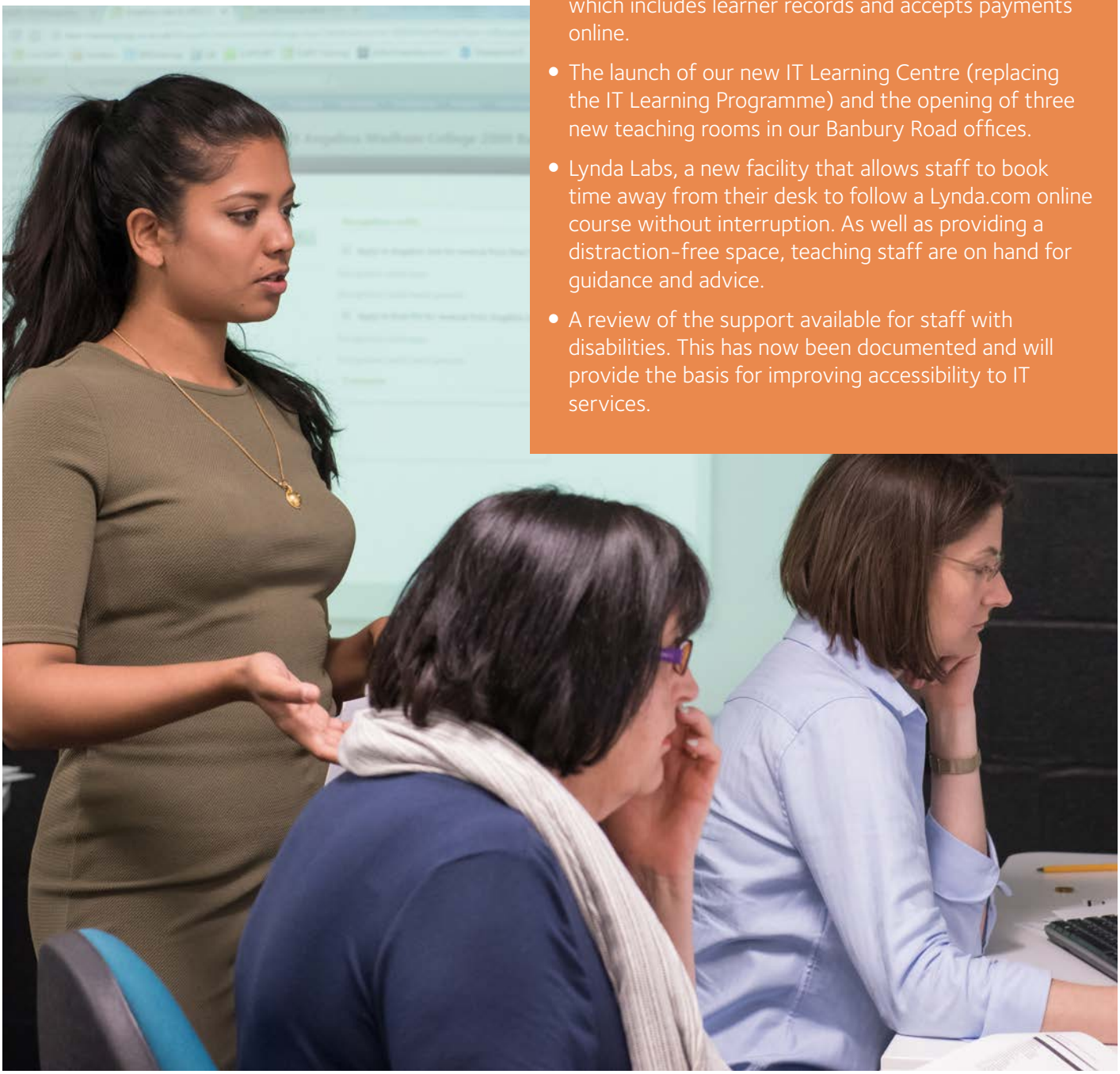
IST provided OUI with consultancy support and guidance throughout the process, helping them to meet their business objectives: compliance with an externally recognised standard and a marked improvement in their security arrangements.

# IT Staff and Skills

IT services and support depend on the skills and knowledge of the people providing them, and in order to provide an effective service to the University our staff have opportunities to grow professionally. We also provide IT training and skills for colleagues across the University.

IT Services has worked to help staff and students throughout the University to improve their IT skills, to provide better career opportunities for staff within IT Services (see page 13), and to be more effective in the way we deploy our staff. Some examples of these achievements are:

- A series of IT Services roadshows: we took a mobile helpdesk to different locations across the University, answering questions from staff and students and highlighting the services we offer.
- A new, mobile-friendly online course booking system, which includes learner records and accepts payments online.
- The launch of our new IT Learning Centre (replacing the IT Learning Programme) and the opening of three new teaching rooms in our Banbury Road offices.
- Lynda Labs, a new facility that allows staff to book time away from their desk to follow a Lynda.com online course without interruption. As well as providing a distraction-free space, teaching staff are on hand for guidance and advice.
- A review of the support available for staff with disabilities. This has now been documented and will provide the basis for improving accessibility to IT services.



‘I’ve seen at first hand the enormous benefits coaching can bring. The techniques of coaching are also very applicable to line management and stakeholder engagement and I use these in my day to day work.’

**IT Services coach**

## Organisational change and career opportunities

In 2017, IT Services undertook an organisational Change Programme to prepare the department for the evolving landscape of IT over the next five to ten years (see page 15). A key part of the organisational change was a review of the capabilities the department has, and needs as we move forward over the next five years.

This gives us an opportunity to plan the new functions, and within it the key roles and responsibilities, in line with the way our services are likely to evolve.

The Change Programme is also introducing new positions to support team leads in the guise of technical leads, responsible for owning the cross-department planning and support of a key platform or application. Previously, technical staff found their options for career progression were limited, having to choose between line management responsibilities and developing their technical expertise. By creating technical lead roles, we will improve career progression for those with specific technical skills.

As staff continue the transition to the new organisational structure, they will be supported by training and development activities with a focus on team building and management development at all levels. We have also introduced ‘Working Together’, a programme of work looking at the internal culture of the department. We hope that this will foster a sense of belonging, making IT Services a great place to work and great to work with.



## Coaching our staff

This year we set up our own IT Services workplace coaching scheme, a first for the University, and trained a cohort of 12 coaches who are already making a difference to colleagues within the department.

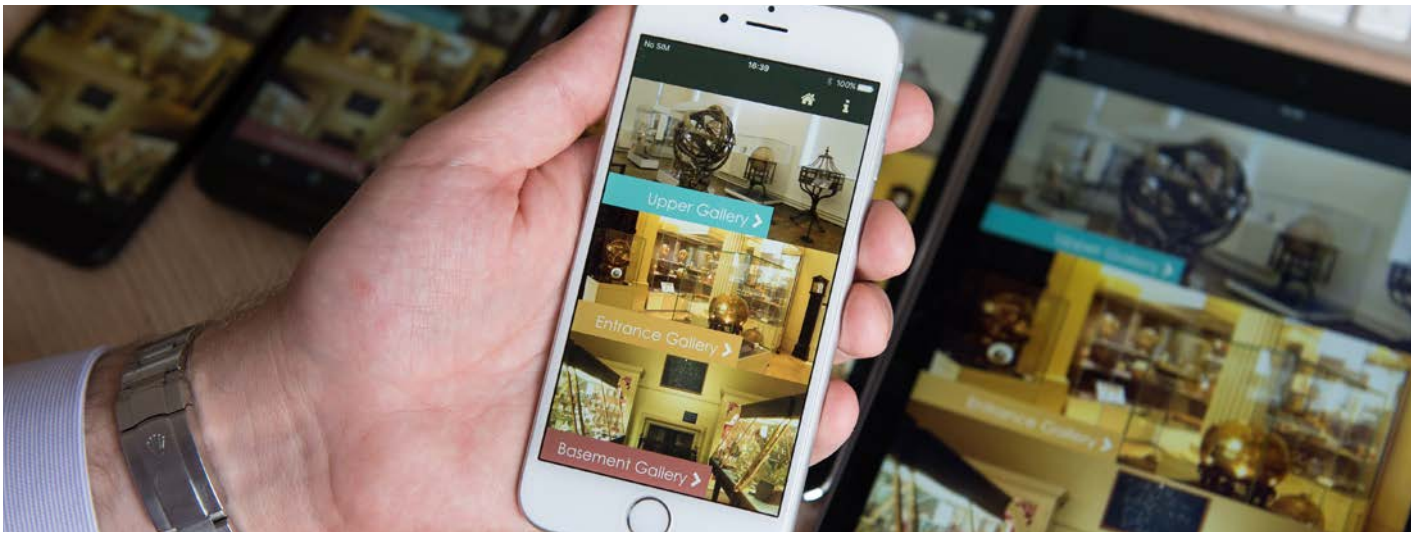
The new coaching development programme is a collaboration between IT Services, the Oxford Learning Institute (which provided consultancy) and Oxford Brookes University (which trained the coaches). It was proposed by the Women in IT Leadership group as a way of developing and growing women’s confidence in the workplace and addressing the disparity in gender split of grades 7–9 within IT Services. It was felt important, however, that the scheme should be open to all, regardless of gender or grade.

By giving people structured and focussed interactions with skilled listeners, the aim is to improve the performance of both the individual and the department. One person commented ‘Thanks to the coaching programme I’m able to better prioritise my team’s commitments, make more use of their skills and abilities, and create opportunities for them to develop.’

Others find that the coaching helped them to identify their goals and aspirations, to think differently and to clarify the things that are important to them both personally and professionally. As one person summed it up: ‘helping me help myself’.

# Widening Engagement

Widening Engagement is the third priority area within the University Strategic Plan, and a major aspect of the strategy is delivered through a strong digital presence.




We continue to support our colleagues with tools for reaching beyond the University, from the global (Oxford's first MOOC) to the local (an app for an Oxford museum).

Activities and achievements this year included:

- A project with the Gardens, Libraries and Museums (GLAM) division on developments to our Oxford Mosaic website platform (see page 2) that will provide the world-class level of engaging websites required by the University's museums.
- The Pocket Curator museum app, a partnership project between Oxford University Museums and IT Services' Web and Mobile Applications Team, developed for the Museum of the History of Science.
- Support for Oxplore, the University's innovative new digital outreach website for 11 to 18 year olds.

## Oxford's first MOOC

It was a big step for Oxford when the University's first MOOC (massive open online course) launched in February this year. IT Services was closely involved, with learning technologists from Academic IT supporting the Blavatnik School of Government in designing, developing and evaluating the MOOC.

The course, 'From Poverty to Prosperity: Understanding Economic Development', was led by Sir Paul Collier, Professor of Economics and Public Policy at the Blavatnik School of Government. It was delivered in partnership with edX, a not-for-profit MOOC platform.

The MOOC ran successfully as a six-week instructor-led course, following a set schedule with content released on a weekly basis. The diversity of the participants and the geographical reach of the course demonstrate its success in extending access to knowledge far beyond Oxford, with 47,000 learners enrolled on the course.

Developing the MOOC also helped to build our internal capacity to deliver more online learning experiences, gaining specific skills as well as an understanding of the resources and expertise needed in future.

'The MOOC has allowed us to expand our vision beyond the walls of Oxford. It showed us that there is a real need for us to extend our knowledge to anyone who can benefit from it.'

**Professor Ngaire Woods, Dean, Blavatnik School of Government**

# IT Service Excellence

We are always looking to improve the way we manage our IT services: this might be achieved by technical changes but is often achieved through improving the way we work and communicate about our services.

The requirements of the University are changing and a modern IT department must ensure that it provides the most efficient, effective and secure services to its stakeholders.

An overriding aim of our Change Programme (see page 13) was to improve our service delivery. By simplifying our structure and ways of working, we have removed duplication and consolidated teams and processes. This will lead to more simplified and streamlined support and delivery, providing increased flexibility and agility in the way we deliver our services. The department's new structure strengthens our capabilities in strategic planning, service delivery, resource allocation and in managing vendors, as well as the strategic oversight and governance of the University IT architecture.

Along with these changes to our staffing structure, we continue to bring in incremental improvements to the way we work:

- Support Centre reorganisation: for the University's main business information systems, such as HR and finance, we have streamlined team management and administration by appointing all staff into the relevant business units.
- Support Centre rationalisation: significant progress has been made in documenting each of the partnerships between IT Services and the business units for HR, Finance, Student Systems and DARS, which will provide for better accountability in service delivery.
- Piloting a new resource management system aimed at recording actual staff time more accurately, allowing us to plan and manage our projects, programmes and services more effectively.

## Showcasing our services

IT Services offers a huge range of services to users across the University. We have now provided an easy way for those users to see what is on offer. Our new online service catalogue was designed as the hub for all central IT services, offering improved information on each service and presenting it in a standardised way to give a better user experience.

To reach this point, we needed to restructure the catalogue and re-categorise our services, then build a new data store and website. The new user interface, available through the IT Services website, allows users to browse 60 different services by category (eg data services, teaching and learning) or by role (eg academic, undergraduate). Individual entries in the directory provide a holistic view of each service, bringing together contact details and other key information.



# Our year in numbers
## 2016/17

### SERVICES

**103,475**
IT support calls received by the Service Desk
(30 June 2016 to 30 June 2017)



**1,488**
out-of-hours IT support phone calls received
(30 June 2016 to 30 June 2017)

**617**
IT Learning Centre courses delivered

**6,492**
IT Learning Centre participant registrations

**9,754**
hours of video courses watched online

**27%**
increase in network traffic
(comparing 2015-16 to 2016-17)

**1,150**
information security service requests

**940**
information security incidents responded to

**1,100**
podcast episodes published

**349,297,112** emails delivered

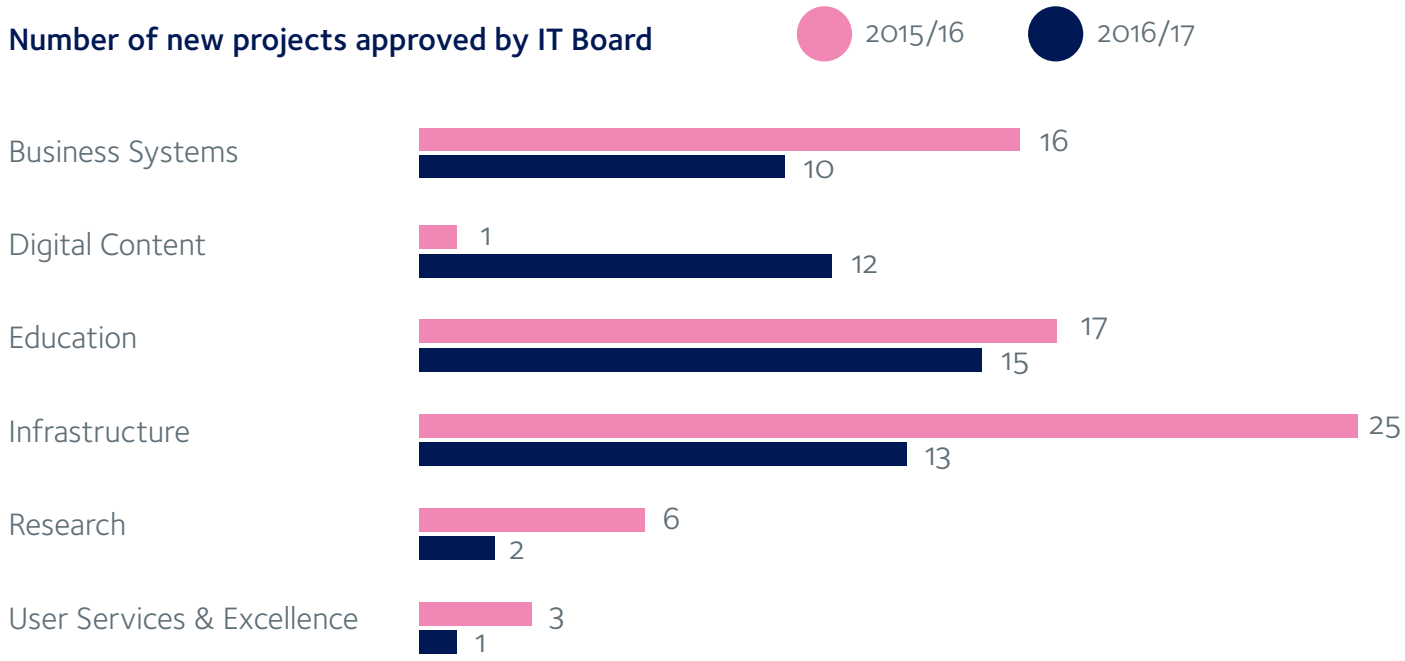
# PROJECTS

82
average number of active projects at any one time

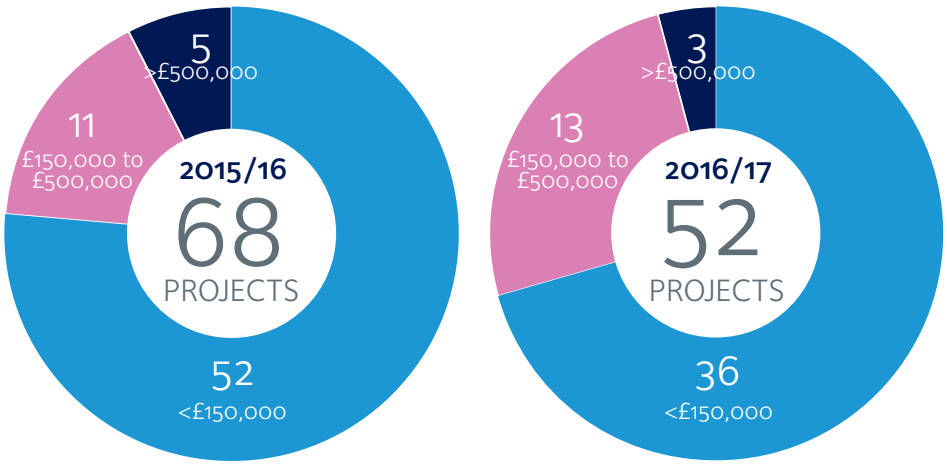
33
projects completed 2015-16

47
projects completed 2016-17

## Number of new projects approved by IT Board




## New projects approved by value




Approved and active projects are defined as projects in progress from 'Analysis and Planning' stage onwards.
Projects shown in value bands are based on values in July 2017; project values may change over time.







**Help & Support:**
http://help.it.ox.ac.uk

**Service catalogue:**
www.it.ox.ac.uk/services

**Information Security:**
www.infosec.ox.ac.uk

**For further information, contact:**
communications@it.ox.ac.uk

**To contact the Service Desk:**
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