The University Office of the President is conducting a major strategic planning exercise to look for opportunities for future investments in information and communication technologies, as well as reexamine our budgetary and organizational processes in this area. An Information Technology Guidance Committee (ITGC) has been formed to conduct this strategic planning and report its findings and recommendations to The Regents of the University. This will inform and guide the University budget process for the coming years, and is an opportunity for some major new IT initiatives to benefit teaching/learning and research.

There is now a major opportunity for faculty to input visionary ideas or major complaints!

Any type of feedback is welcome, but to assist you in identifying areas for feedback, the following list of questions has been generated by ITGC. Please seek broad input on your campus, and discuss these questions with your committee. Do not feel that you have to respond to all questions, but focus on those where you have visionary ideas or strong complaints to voice.

Responses to these questions, or any other kind of feedback, can be sent to ITTP Committee Analyst Kenneth Feer (Kenneth.Feer@ucop.edu). The questions are numbered to assist in your response. Our goal is to finalize the ITTP responses to ITGC by our Feb. 2 meeting, so your response in December, or January at the latest, is needed. You can expect revised or appended versions of these questions to be forwarded in the meantime.

Thank you for your help in making the University of California a better place!

A. Advanced networking services

A.1. In support of the research and teaching/learning mission of UC, how adequate is the current networking infrastructure? Are there any advanced capabilities not currently provided that would significantly enhance the mission either today or in the future? How do your answers change as you anticipate future trends in applications and technology?

A.2. How important is it to the research and teaching mission of UC to provide advanced collaboration capabilities such as audio and video conferencing, collaborative discussion and authoring tools, etc? Please describe the capabilities that are essential or that would
be useful, and how widely available they should be. (These might include voice and
video conferencing, online discussion, collaborative authoring, remote meeting
management, etc.) We welcome specific examples of visionary uses. In your judgment,
how widely would these services be used by faculty and students?

A.3. In Question A.2, is there a compelling argument for the University to provide
unlimited use for free, or is it acceptable to charge for them? Does your answer vary by
collaboration mode?

A.4. In Question A.2, how important is it for capabilities to be provided intra-campus vs.
inter-campus vs. outside the University? Does your answer depend on collaboration
mode?

A.5. Please be critical of current budgetary and funding models for networking services.
What serious problems or issues do they present to some or all academic departments, if
any?

A.6. Is it important to the research mission of UC to support advanced experimental
networking capabilities? Specific examples or compelling experimental uses are
welcome, now and in the future. How acceptable is it for such experimental activities to
adversely impact normal production uses of the network?

B. Common IT Architecture

B.1. Do you see the need for a common architecture for the University supporting not
only communication/collaboration, but also centralized computation and storage in
support of teaching/learning? If so, what would be some visionary advantages and uses?
Please be forward looking, addressing future needs and future technologies.

B.1. Repeat Question B.1 for research. What would be the best (or at least a
viable/acceptable) budgetary and charging model for such services?

C. High-Performance Research Computing

C.1. Do you see the visionary opportunities for more powerful centralized high-
performance computing facilities in the University supporting teaching/learning? If so,
how widely would such facilities be used? Please give specific examples. What would be
the best (or at least a viable) budgetary and charging model for such services?

C.2. Repeat Question C.1 for research.

C.3. Would it be worthwhile to aggregate some existing high-performance computing
facilities (as well as perhaps new facilities) into a University-wide grid, so that spare
capacity could be shared dynamically? What compelling needs would this serve? Please
give examples. Do you anticipate obstacles to incorporating locally owned and
administered facilities into such a grid? What would be the best (or at least a viable)
budgetary and charging model for such services, from the perspective of both users and
owners of shared facilities?
D. Instructional Technology

D.1. For current purposes, how adequate is the information and communication technology base supporting teaching/learning in the University? What shortcomings or gaps do you see, and in what way are they adversely impacting our mission?

D.2. Looking to the future, what visionary opportunities do you see to incorporate new technology in teaching/learning? In what ways would these improve educational outcomes?

E. IT in Student Experience

E.1. With respect to our use of information and communication technology to enhance the student experience outside of the classroom, what gaps or shortcomings do you see? What visionary new applications can you anticipate? How does the University compare to other universities, and what do we need to do to be competitive, now and in the future?

F. Stewardship of Digital Assets

F.1. Should the University enhance the library and museum functions by creating a repository and stewardship function for an expanded set of digital assets? If the University did so, what support services would be necessary to make these services widely used? (These might include support or tools to entering data into the repositories, metadata and indexing services, assistance in locating and accessing data, etc.)

F.2. What categories of digital assets would be worthwhile to include in centralized University-managed repositories? (These might include scientific data, audio, images, video, interviews, software source and/or object code, etc.)

F.3. An argument could be made for single centralized repositories for discipline-specific digital assets across all universities, not just the University of California. From the perspective of both our teaching/learning and research mission, address this issue. Should some disciplines be treated differently than others? Should some types of digital assets be treated differently from others?

F.4. If the answer to Question F.3 is that centralized national or international repositories are appropriate, how aggressive should this University be in hosting some such repositories? What advantages would accrue to the University, if any?

F.4. What should be the preservation goals? How long is it necessary or important to preserve digital assets? How might this vary by asset type or discipline?

G. General

G.1. Are there any other concerns or opportunities not addressed above that you would like to raise?