



Chancellor's Fall Conference Recommendations

**Based on the
2007 Fall Conference
Action Plan Committee Recommendations**

March 7, 2008

The recommendations herein are based on a simple but powerful vision for UC Davis: to become a campus that is internationally recognized for its development and use of information technologies (IT) in support of innovation and excellence in teaching, scholarship, and engagement.

Fall Conference Action Plan Committee Recommendations

The Chancellor's Fall Conference Action Plan Committee was established by Vice Provost Peter M. Siegel on October 30, 2007. The committee was charged¹ by VP Siegel to develop a concise five-year vision document based on the fall conference reports and recommendations, including specific accomplishments that could be substantially achieved within the next twelve months, as well as brief, but substantive, measures of progress or success from the perspective of the campus community. The committee was asked to prioritize all recommendations, especially those involving financial or other resources, and to publicize the recommendations widely.

Membership

- Carolyn de la Peña, Associate Professor and Director, American Studies, and Director, Davis Humanities Institute
- Francois Gygi, Professor, Applied Science, and Chair, Campus Council for Information Technology (CCFIT)
- Bernd Hamann, Associate Vice Chancellor-Research, and Professor, Computer Science (Chair)
- Mike Hogarth, Professor, Internal Medicine, and Chair, Academic Senate Committee on IT
- Susan Keen, Lecturer, Evolution & Ecology
- Louise Kellogg, Professor and Chair, Geology
- Kareem Salem, undergraduate student representative and President, Associated Students of UC Davis (ASUCD)
- John Wesson, graduate student, School of Veterinary Medicine
- Babette Schmitt, Information and Educational Technology (ex officio)
- Pete Siegel, Information and Educational Technology (ex officio)

¹ The formal charge is included in Appendix A.

VISION STATEMENT

The recommendations herein are based on a simple but powerful vision for UC Davis: to become a campus that is internationally recognized for its development and use of information technologies (IT) in support of innovation and excellence in teaching, scholarship, and engagement.

AT-A-GLANCE FALL CONFERENCE ACTION PLAN

RECOMMENDATIONS	SUGGESTED LEADS
1. Enhance the campus IT commitment to research infrastructure	
1.1 Implement immediate short-term solutions to critical space, power, AC, and networking needs for high-performance computing. Develop a long-term plan to meet those needs.	IET (Office of Research as partner)
1.2 Provide IT support for interdisciplinary research that spans the humanities, social sciences, and sciences. Critical needs include space to collocate researchers to stimulate intellectual exchange, and support (possibly in the form of technology fellowships) for graduate students and faculty.	Office of Research (IET, Graduate Studies and Office of Resource Management and Planning as partners)
1.3 Determine and implement the best practices in support of administration functions for research, teaching and management of the campus, and support units to make the transition to these practices	IET
2. Enhance the campus commitment to educational technology	
2.1 Identify the campus's IT innovators in education and support, coordinate, and, where appropriate, expand their successful activities. Consider establishing designated 'centers' of IT innovation to enable and enhance use of new and established IT in education.	Undergraduate Studies and Graduate Studies
2.2 Determine what role 'social networking' IT places in the student culture and identify activities that engage social networking technologies to benefit students	Student Affairs
3. Support campus IT infrastructure for outreach and engagement	
3.1 Support and develop IT resources needed to bring new knowledge developed at UC Davis to the larger community	IET & Office of Research
3.2 Publicize the campus IT successes both within the community and beyond to government agencies, the public and our alumni and friends	IET (in partnership with University Communications, Alumni Relations, Office of Research, etc.)
4. Strengthen ongoing prioritization of IT needs	
These recommendations require a process for ongoing assessment of IT needs, and require development of a methodology for allocating resources. The campus's future strategic planning must recognize that information technology is essential for innovation in research and creative activity. Assessment and planning should consider the cumulative impact of new software tools on the workload of users and should involve staff in decisions regarding administrative computing.	IT needs must be prioritized with the involvement of the Academic Senate and the CODVC

TAKING ACTION: RECOMMENDATIONS

In order for UC Davis to become a campus internationally recognized for its development and use of information technologies (IT) in support of innovation and excellence in teaching, scholarship and engagement, we recommend specific actions be taken in four major thematic areas:

- Enhancing the campus IT infrastructure
- Enabling community building and collaboration for teaching and scholarship
- Promoting IT innovation and excellence
- Establishing a methodology for prioritization of IT needs

1. ENHANCE THE CAMPUS IT COMMITMENT TO RESEARCH INFRASTRUCTURE

- 1.1 Implement immediate short-term solutions to critical space, power, AC, and networking needs for high-performance computing. Develop a long-term plan to meet those needs.**
- 1.2 Provide IT support for interdisciplinary research that spans the humanities, social sciences, and sciences. Critical needs include space to collocate researchers to stimulate intellectual exchange, and support (possibly in the form of technology fellowships) for graduate students and faculty.**
- 1.3 Determine and implement the best practices in support of administration functions for research, teaching and management of the campus, and support units to make the transition to these practices**

Information technology has become a necessity for the members of a University community – IT has become infrastructure. In many respects, innovation in technology is fueling innovation throughout society. This is also the state of affairs within the UC Davis campus. Scientists, educators, students, and administrative staff require information technology to pursue their goals. Information technology should therefore no longer be considered a tool, but rather "infrastructure," which is necessary to the work of the university. This is evident in science where we see examples of discoveries that would have been impossible without a computer. The creation of new knowledge demands reliable and available information technology – one simply cannot conduct this work without it. Those universities that invest in robust and modern information technology will have a significant advantage over those who do not.

At UC Davis, we must ensure that institutional strategic planning recognizes information technology is essential for innovation in science and the arts, and we must acknowledge that a university is an "information industry" where knowledge is key, and the use of this knowledge often entails IT as a tool or conduit. This also means that we must invest in a common campus cyber-infrastructure that can be leveraged by all faculty. Common cyber-infrastructure includes high-capacity data storage and archiving, high-speed network capability to the desktop, and cyber-infrastructure supporting remote collaboration. These should be viewed as infrastructure, much like electricity, telephones, and buildings.

A key component of cyber-infrastructure is the physical space required to contain equipment and personnel managing the infrastructure. This space often requires specialized facilities (power, cooling) and must be secure. In most cases, this infrastructure is inadequate for present operations, let alone an expansion towards a world-class university cyber-infrastructure. UC Davis cannot have a

world-class cyber-infrastructure without a significant commitment to improving the building infrastructure devoted to this cyber-infrastructure.

Researchers involved in high-performance computing expect to get support for their "computing laboratories" just as experimental investigators get support for conventional laboratory space and infrastructure.

Recognizing that scholarly discovery today entails a significant amount of inter-disciplinary research, UC Davis must commit IT resources and infrastructure to not only support but encourage inter-disciplinary research. This should be addressed from different angles:

- All appropriate campus constituencies (Office of Research, IET, deans, etc.) should work together to develop immediate short-term solutions to critical space, power, AC and networking needs
- The provost and the deans should commit one-time and ongoing investments needed to establish and maintain a state-of-the-art physical plant infrastructure and human resources for housing and maintaining large computer systems and software
- The deans should work together to provide multiple sites across campus where researchers and IT staff can pursue inter-disciplinary research together, share resources, and promote cross-fertilization of ideas across different disciplines – all in the space and culture of their local constituencies.

UC Davis has long worked with industry and funding agencies to conduct academic research, pursue knowledge, and make positive contributions to society from discoveries made on campus. We recommend that UC Davis maximize such opportunities to partner with private industry and with federal and state funding agencies. Federal funding agencies such as the National Science Foundation (NSF) and Defense Advanced Research projects Agency (DARPA) are working hard to create interdisciplinary research centers, often with groups of universities, where pure and applied researchers in different disciplines can work and interact. The breadth of opportunities and potential benefits arising from these partnerships is enormous.

The cost in physical space and human resources required for technology as infrastructure is significant, and the demand for information technology has significantly outpaced the physical infrastructure devoted to housing and managing information systems. Perhaps more importantly, the human resources needed to satisfy the demand for design, programming, and maintenance of systems have been equally taxed. Increasingly, research laboratories rely on the use of advanced algorithms and powerful computers to illuminate the discovery pathway and to pursue this pathway to new knowledge. This is also the case in the humanities where information technology is key in providing the ability to collaborate and share documents and other artifacts on a scale not possible in the past. The recent and dramatic convergence of media and computing – digital media – has created exciting new opportunities for expression and study in the arts.

Although a robust information infrastructure and skilled information technologists are now central to nearly everything we do as a university, these resources are severely taxed and under-resourced today. Significant investments are needed to meet the current need. A plan is needed that also projects future needs such that innovation in research and academics proceed without constraints due to poor IT infrastructure.

As an example, the rest of the information technology community is moving towards virtual private server space where multiple 'computer environments'

exists on the same computer hardware. This is approaching 'standard' fare within the technology community, yet UC Davis has not adopted this approach due to lack of engineers skilled in this area and a general inability to pursue experimentation with new technologies due to budget constraints. In another example, the largest data center on the campus houses key systems for the University and occupies a building never designed to be a data center, let alone one that supports mission critical systems. An example of the problems that can ensue in such a situation, the UC Davis data center required several expensive modifications in power and cooling simply to remain operational after a large high performance computing system was introduced. It would be difficult to conceive of advancing science with information technology if that technology must live in a home that may succumb to physical constraints in space and environment (power, cooling).

At the level of the individual faculty and students, the campus currently has a wide area network that provides access to the internal systems and the Internet. Although the speeds available within this wide area network have increased substantially over the years, increasingly the lack of very high speeds at the desktop level constrains innovation. As an example, innovative art involving dance synchronized with digital media elements requires high speeds to deliver the digital media at the right time. If a faculty member does not have high speed network capability on their desktop, how are they to design and create such routines? A science example involves the need to transmit a large geophysical data set and to provide real-time three-dimensional visualization relying on high speed transmission of data between two systems. If the speed is not available at the desktop routinely in all of the buildings housing faculty and students, one must resort to "finding" the high speed connections, some of which exist but are not available for wide scale use.

To remedy this situation and position UC Davis to truly become a campus internationally recognized for its development and use of information technologies, we must ensure that the growth rate in cyber-infrastructure investments is substantial enough to catch up with historical campus IT under-investment. We emphasize the need for our campus to consider IT investments in bold terms. Simply put, the level of investment in campus cyber-infrastructure needs to be substantially higher than it is now and needs to be seen as of the same order of magnitude as physical investments such as new buildings and laboratories. Campus cyber-infrastructure is as critical to the campus' success as other physical infrastructure needs and investments.

2. ENHANCE THE CAMPUS COMMITMENT TO EDUCATIONAL TECHNOLOGY

- 2.1 Identify the campus's IT innovators in education and support, coordinate, and, where appropriate, expand their successful activities. Consider establishing designated 'centers' of IT innovation to enable and enhance use of new and established IT in education.**
- 2.2 Determine what role 'social networking' IT places in the student culture and identify activities that engage social networking technologies to benefit students**

IT "innovators" should be recruited to the faculty and staff. The presence of technology leaders will encourage use of information technology as an integral aspect of innovation in science and the arts – more than a tool used by those disciplines. Inter-disciplinary, IT innovative research and collaboration should be

emphasized as a campus priority and as an integral part of the future for UC Davis.

Current campus incentives are inadequate for faculty to develop and apply innovative technologies in research and scholarship. Some faculty see little incentive to invest their time in the use of new IT for teaching. Others feel that using IT for teaching is not always a good thing and that using IT for the sake of doing something new should be resisted.

Creating faculty incentives for the adoption of IT in teaching would serve a larger role in academic planning than might be evident at first glance. If faculty were rewarded for incorporating IT in curricular improvement and teaching innovation, far less effort would be needed to make faculty aware of the IT tools and their potential value. Faculty would actively seek information on the availability, access, and efficacy of the pedagogical tools available.

Incentives for faculty to change curricula and to adopt new classroom technologies could take several forms, including, for example

- Support for formation of an IT partnership; or
- An unrestricted research allocation to enhance research productivity (e.g., pay for research assistants). Smaller versions of this program already exist (e.g., freshman seminar program).

It is especially imperative that UC Davis provide incentives for distinctive scholarly work in the digital sphere. Incentives could be provided in the form of new fellowship and grant programs for faculty, and designated "mentored" graduate fellowships in IT innovation for graduate students (such as by pairing students and faculty). Such programs would provide new and needed means for pursuing digitally-based scholarly projects. They would draw on the strengths of UC Davis' renowned schools and colleges to develop a new type of research innovators with the knowledge and integrated, cross-disciplinary skills necessary to transform discoveries into products and problems into practical solutions.

Base-line technological support is uneven across campus and in some cases is inadequate. Within the humanities and social sciences, there is often no staff for Web site updates and no centralized training for the personnel that is available. There is no technical support for technological innovations in research (web-based programs, animation), though there is ample support for IT in *teaching*. In the sciences, there is uneven support for state-of-the-art technologies used in research. For example, the campus has a strong commitment to high-speed networking, but there is limited support for high-performance computing, resulting in an *ad hoc* system of computing that is probably not cost-effective for the campus.

To address these shortcomings, we propose that:

- The Campus Council for Information Technology (CCFIT) and other appropriate Academic Senate committees work with all appropriate campus constituencies to define and develop a strategy for providing the essential core technologies to support faculty, scientists and students who rely, or will increasingly rely, on information technology in their scholarly activities and teaching;
- The deans work with the Teaching Resources and IET to identify point people who can help faculty (especially those who do not know about IT) envision the possibilities, identify grant options, and connect with designers/programmers who can help them create new digital projects;
- The Teaching Resources and IET work with all academic units to provide appropriate training for faculty interested in technological innovation, especially in the humanities and social sciences.

Many members of the UC Davis community live partially on campus and partially off campus with respect to their use of IT. Students, in particular, individually manage their hybrid existence without necessarily having the knowledge, training or experience to appreciate the risks they face.

UC Davis should make an effort to help students participate in virtual communities in a way that reflects and extends the values of the physical community and supports the UC Davis Principles of Community. At the Fall Conference, one suggestion was that a new, low-risk "Facebook-like" interface be created (e.g., within the UC Davis learning management system) that could support social networking activities tied to the culture of the campus. This suggestion may not be feasible but the ideas behind it should be explored. Taking a broader view of the "Facebook" recommendation, a program should be developed and implemented that presents students with the legal, ethical and social challenges and responsibilities of their virtual lives. Just as we foster critical thinking skills throughout our curricula, we should help students learn to critically examine information, personal relationships and the handling of property in a virtual community.

3. SUPPORT CAMPUS IT INFRASTRUCTURE FOR OUTREACH AND ENGAGEMENT

3.1 Support and develop IT resources needed to bring new knowledge developed at UC Davis to the larger community

3.2 Publicize the campus IT successes both within the community and beyond to government agencies, the public and our alumni and friends

Although there is outstanding research across campus that relies on, and in some cases advances, state-of-the-art information technology, UC Davis is not as widely recognized as it should be even in areas where campus researchers hold leading roles in research and scholarship involving IT. This situation results from a number of factors, including:

- There is no mechanism to make technologies that have been developed in one discipline or by one group on campus available to others, especially between the humanities and sciences.
- There is little or inconsistent support to train faculty to use these resources or imagine and create new research possibilities.
- We are not successfully building upon the skills and resources we do have to create "best practices" or "mentoring" or materials sharing to best distribute such tools and knowledge. The uneven technological resources and technological expertise within programs and across colleges needs be addressed.
- Some technologies that are centrally controlled might be better distributed and vice versa. We would benefit from a rationally tiered system to allocate IT resources.

There is a clear and urgent need to facilitate inter-disciplinary collaboration and sharing of resources (e.g., expertise, space, equipment, seed funding) among faculty and scholars with varying levels of IT-enabled research and teaching experience. To address this need, we recommend establishing designated 'centers' of IT innovation. These could take the form of 'virtual' centers structured similarly to some of the administrative structures that are already in place to foster inter-disciplinary research (graduate groups, ORUs) around campus. Examples of existing UC Davis models for inter-disciplinary IT-based research include:

- The Keck Center for Active Visualization in the Earth Sciences (KeckCAVES) headed by Professor Louise Kellogg, which advances understanding of the Earth by providing an environment for interdisciplinary collaboration;
- The Institute for Data Analysis and Visualization (IDAV) headed by Professor Ken Joy, which aims to solve complex data analysis and visualization problems, in a cross-disciplinary environment, working with researchers in academia, national research laboratories, and industry;
- The Scientific Discovery through Advanced Computing Program (SciDAC) program headed by Professor Giulia Galli; and
- The Davis Humanities Institute, an interdisciplinary research center headed by Professor Carolyn de la Pena that fosters intellectual collaborations and facilitates access to research resources for faculty and graduate students who are actively engaged in research and teaching in the humanities, the arts, cultural studies, and the humanistically-oriented social sciences.

These and other such campus research groups with a strong IT and interdisciplinary component. They represent a significant campus investment and are an integral part of the Davis Advantage. They offer exemplary models for broader campus coordination and collaboration.

An immediate first step in support of capitalizing on the Davis Advantage would be to ask the deans to identify successful campus scholarly and teaching activities that feature both innovative and core technologies, and to publicize those activities and resources across campus and beyond. Technology innovators across the disciplines could be the focus of regular features at campus events as well as in major campus print and electronic communications (e.g., Office of Research publications, college and school newsletters, the campus Web site) and though the type of virtual presence envisioned in Section 2.3 of this report.

In addition to identifying and promoting successful and innovative uses of IT in support of scholarly and teaching activities, we recommend simplifying access to the inter-disciplinary IT-based resources on which those activities are based. In particular, we see a number of opportunities and benefits to setting up a campus-wide repository of digital innovations, and encouraging all members of our research community to contribute to it, adding their own tools, software programs, and prototypes, or further developing existing IT-based innovative scholarly and teaching resources. Offering effective means of accessing IT-based resources across disciplines and organizational boundaries will no doubt result in a much richer range of campus research and scholarly activities and will further encourage collaboration across the disciplines.

Participants at the Chancellor's Fall Conference proposed that a "center for research on teaching, learning, and technology" be created. This proposal should be explored by the appropriate constituencies. At a minimum, a new model should be considered to coordinate research in teaching, learning and technology across disciplines and organizational boundaries. In particular, five elements might coalesce under the new model:

- Consultation and support for programs needing evaluation and analysis. For example, all NSF curriculum improvement grants require an assessment component and many faculty feel ill-equipped to handle this alone. In addition, outcome and objectives-based assessments are now required as part of the revised Undergraduate Instructional Program Review process;
- Consultations with faculty on course evaluations and on program evaluations (examples of assessment programs are provided in the Schools of Medicine and Veterinary Medicine, and in Landscape Architecture);

- Development and use of data processing tools (e.g., scantron machines, online surveys, machine-based software for reading and grading written assignments, and audio analysis associated with SPEAK and other tests);
- Development of campus networks for evaluation of special topics (e.g., teaching in large-enrollment courses, freshman seminars, or successful lab design).

Progress toward this goal might be made in small increments such as by:

- Fostering partnerships between IT specialists, learning specialists, and faculty implementers;
- Forming a consulting lab for assessment projects, similar to the statistical consulting labs;
- Deciding which campus group (e.g., Teaching Resources Center, University Writing Program) would take the lead in developing assessment methods for the pedagogical value of each innovation;
- Developing assessment methods that measure the long-term benefits of new teaching innovations;
- Forming subgroups responsible for evaluating best practices;
- Developing a registry of innovations and innovators; and
- Providing easy access to teaching tools and experts.

Such a coordination model would require the contributions of faculty and staff from across the campus. At a minimum, input from information technology providers, professional educators, statisticians, social scientists, faculty in each discipline, and contributors from Student Affairs Research and Information (SARI) and the Teaching Resources Center (TRC) would be needed. A dialogue should begin between the TRC, SARI, and the Cooperative Research and Extension Services for Schools (CRESS) Center to discuss common goals and intersecting methods.

4. ESTABLISH A METHODOLOGY FOR ONGOING PRIORITIZATION OF IT NEEDS

These recommendations require a process for ongoing assessment of IT needs, and require development of a methodology for allocating resources. The campus's future strategic planning must recognize that information technology is essential for innovation in research and creative activity. Assessment and planning should consider the cumulative impact of new software tools on the workload of users and should involve staff in decisions regarding administrative computing.

In the last few months, a number of seminal initiatives have been launched which have helped the campus to articulate and focus on specific, critical information technology needs. These include:

- The development of new strategic telecommunications directions for UC Davis;
- Cross-disciplinary discussions of cyber-infrastructure in support of research, including emphases in the humanities, computational science and engineering, genomics, and medical research;
- The collaborative development of a concise roadmap for administrative information technology services aimed at rationally prioritizing both the services and managing their impact on the campus community; and
- The development of short- and long-term plans for improving the campus data center's ability to accommodate servers and high-density computing clusters in support of research, teaching, and administrative uses.

In fact, these initiatives provided substantial energy and shape to the 2007 Chancellor's Fall Conference on Information Technologies. The campus should now

establish a coordinated strategic framework that will provide an integrated view of campus IT needs, priorities and planning activities and investments. A component of this framework will involve developing a methodology to guide the assessment of campus IT needs on an ongoing basis and to engage the community (through the Campus Council for Information Technology and other campus groups) in the prioritization of campus IT needs.

Particular attention needs to be paid to the impact that introducing new technologies can have on members of our campus community. Participants at the Chancellor's Fall Conference expressed concerns with the way in which some software services have been introduced to the campus, as well as the disparate capacities of individual departments and programs to embrace and support these services. In some cases, users do not know about the possibility of participating in beta testing of new solutions and providing feedback before the final deployment. We recommend that the campus carefully consider the cumulative impact on staff workloads as the list of campus software applications and online services continues to grow. Particular attention should be paid to applications requiring staff to perform data entry. New users have also expressed the need for better access to IT specialists during the deployment phase of new software products.

Equally critical is the need for UC Davis to commit to providing sustained support for the cyber-infrastructure needed for research in the sciences, social sciences and humanities. IT services must be put in place that people can access in intuitive ways for scholarship and research. These resources and services (programmers, network engineers, system administrators, desktop support personnel, IT project managers, server space, data backup, Web design/updates, IT support, etc.) must be accessible by all departments and schools equally. This means some of it should be centrally controlled but other types of IT needs to be more accessible directly within departments, units, and colleges. This will reduce the need for departments to develop their own such teams – which has resulted in not only significant costs in terms of redundancy and lost efficiencies, but also lack of data and software development standards. The current state of affairs, in which departments that can afford such personnel (science/engineering) have them and those that cannot afford them (arts/humanities) do not, will not allow for optimal innovation. One could equally argue, as was the case during our committee's deliberations, that locally placed support is more cost effective, and that innovation happens when the professional personnel are in the departments where the teaching and research is happening, interacting with the students and faculty, working with them, and getting to know their needs.

We recommend that a group be established to address these questions -- identify from a faculty point of view critical IT services, make recommendations about how best to apportion between local and central support organizations, review how new technologies are assessed and adopted by local groups and campus, examine the best practices used in the IT industry (e.g., for gathering requirements, measuring products against the requirements, defining a formal beta-testing phase for deployments, and collecting end user feedback before the deployment phase). We cannot overemphasize the need for the campus leadership to respond coherently to resulting recommendations, including best practices for training faculty, staff, and students so that the benefits of these new technologies are truly realized.

The critical role of committees such as the Campus Council for Information Technology (CCFIT) is not clear throughout the campus communities. An information-sharing campaign should be launched, in cooperation with the various campus constituencies represented on the CCFIT, to make the community more aware of the existence, role, and activities of CCFIT and its subcommittees. Similarly, in consultation with faculty and other campus service providers, we recommend that IET and partners (in specific areas) launch a broad campaign to improve community awareness of campus IT priorities and initiatives, highlighting resources in support of teaching (with the TRC) and scholarship (with the Office of

Research) and provide mechanisms for the campus community to remain informed on an ongoing basis.

SUMMARY

As this report is being finalized (March 2008), the university finds itself in the early stages of what promises to be several years of difficult budgetary times. While some may suggest that during such times big ideas regarding innovation and creativity should be put on hold, we argue that these are the very times to rethink our investments and priorities to ensure that every resource is effectively used in fulfilling our common vision. If UC Davis indeed accepts the implicit vision of the 2007 Chancellor's Fall Conference—to make UC Davis a campus internationally recognized for its development and use of information technologies (IT) in support of innovation and excellence in teaching and scholarship—then this is the time to act on the recommendations made here. In some cases, the investment required is commitment and alignment of goals without additional costs; in others, reprioritization is essential. In still other cases, substantial progress will be needed in planning and partnership building now and over the next several years, while creative methods at acquiring needed funds are considered and implemented.

In keeping with the collaborative nature of the planning and re-prioritization effort ahead, this report and accompanying recommendations will be presented to the provost and discussed with the community, including with faculty, researchers, staff and students. To facilitate these discussions, this report along with supporting documentation and regular progress updates will be available online from the Chancellor's Fall Conference Action Committee's Web site at <http://vpiet.ucdavis.edu/fallconference.cfm>.

This is an exciting time for UC Davis. The remarkable coherence of ideas at this 2007 Fall Conference and the consensus of the Fall Conference Action Committee suggest that the collective creativity and collaborative commitment exist to make the vision shared here a reality.

APPENDIX A

Formal charge to the committee from Vice Provost Siegel, with consultation of the Provost

1. Develop a brief 5-year vision document based on the fall conference reports and recommendations.
2. Prepare a specific set of follow-up recommendations based on the breakout group reports. This could include:
 - Recommending the formation of follow-on processes, investigations or assessments;
 - Encouraging specific kinds of I.T. investments;
 - Suggesting items be moved to existing committees (CCFIT, ACCD, Senate IT Committee, Deans' Technology Council, etc.) for further review; or
 - Recommending no further work on specific topics.

Some recommendations will be longer-term and general; however, the committee is encouraged to identify specific accomplishments that could be substantially achieved within the next 12 months, as well as brief, but substantive, measures of progress or success from the perspective of the campus community.

3. Prioritize all recommendations, especially those involving financial or other resources.
 - Publicize widely (e.g., Fall Conference participants, campus community).