

# TECHNOLOGY PROGRAM

*College of Liberal Arts*

UNIVERSITY OF MINNESOTA DULUTH

**Driven to Discover**

9/18/  
2015

PROGRAM REVIEW

# CLA Technology Program

## PROGRAM REVIEW

### INTRODUCTION

The primary leadership goal for the CLA Technology Program is to be at the forefront of supporting academic technology, research effectiveness and community engagement: emphasizing active learning, undergraduate research opportunities, internationalization of curriculum and student–community interaction. This is reflected by how many grants, faculty teaching and learning projects, student civic engagement projects and research positions rely upon technology and digital media. Success of the program can also be measured by the number of students in research jobs, graduate schools, internships and entering careers whose educational experience benefited from the CLA Technology Program.

Another goal of the Technology Program is to provide management and leadership best-practices from the private sector, government, non-profit, and our higher education peers that add efficiency to budget, asset and lifecycle management, rapid application and web development, and statutory legal and policy compliance. This results in maintaining and expanding delivery of services while facing diminished revenue, and accomplishing three successful 5-year audits with no actions, warnings or comments, and reported 100% inventory accuracy.

### Mission

The College of Liberal Arts Technology Program provides technology and information systems support for the unique teaching, learning, research and administrative needs of CLA students, faculty, Dean and staff in the humanities and social sciences. The aims of the program are to directly support the activities and efforts of CLA and also of the UMD Strategic Plan. The program is integrated with ITSS, the Bookstore and other UMD colleges to promote common good services. Formal efforts are made through the Academic Technologists group to coordinate our services with those of the other collegiate and support units to minimize redundancy and gain efficiencies as a larger, more unified organizational collaborative. Best practices from private, non-profit and government are used to optimize operational management, financial efficiency and sustainability. National best practices<sup>1</sup> (from participating and contributing to organizations such as EDUCAUSE, ECAR, ELI, etc.) are used to inform effective policies and procedures that contribute uniformity and consistency of service delivery.

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<sup>1</sup> From formal participation and contributing to organizations such as EDUCAUSE, ECAR, ELI, HETL, CIC, Online Learning Consortium, and others.

*“Lead the CLA Information Technology Program in a way that is respectful of the unique needs, diversity of thought, and expression characteristic of the liberal arts in higher education.”*

### **Served Clients and User Demand**

CLA has 170+ faculty members (Tenure, tenure track, non-regular multi-year contract, single year or term instructors, graduate assistants, research assistants), currently around 1700 students (undergraduate major, minor degree candidates, undeclared, and graduate students), 7 dean’s office administrative staff, 5 student affairs and advising staff, 30+ departmental office staff, 20+ CLA student employees, 2 IT staff and 2 IT student employees.

Direct measurement of user demand is challenging for this type of academic support program, but practices and procedures have been implemented to provide metrics where possible or practical. Some of the indirect methods for researching and reporting service and resource demand include: a hiring matrix developed for new-hire faculty & staff used as a cost prediction model, faculty retirement & hiring projection reporting, semester-over-semester FTE enrollment reporting, phase of life-cycle funding reporting from the asset management database measures increase or decrease in asset demand per unit, the annual budget planning process measures user demand by number of competing requests / proposals for technology support, measure of growth-rate in number of required lab seats and technology classroom seats and room build-outs, ITSS work-order RT tickets monitoring CLA support actions, the annual CLA and UMD technology report (looking at year-over-year comparisons), the measure of additional student worker hours per semester reflecting increased demand for services, and measurement of total webpages & digital sign poster development per year.

## Strategic Alignment

### UMD's Campus Goals from 2014 Strategic Plan Update [link](#)

### CLA Tech activity that aligns with Campus Goal

**GOAL 1** Promote integrated curricular, co-curricular and living-learning undergraduate experiences that achieve UMD's student learning goals and prepare students for lifelong learning, globally engaged citizenship, and success in their academic, personal, and professional lives.

CLA Technology provides direct support for academic teaching and learning that facilitates collaboration, reflection, and active learning by integrating digital media skills with, social media, communication, writing, distance learning and other skills that will continue to enhance students lives after leaving the university.

**GOAL 4:** Advance UMD's stature as a major campus for research and creative activities, leveraging our region's unique natural, human, and cultural resources.

CLA Technology supports our research and academic programs that promote the Northland's environmental, cultural and creative resources through courses, civic engagement and community-based internships.

**GOAL 5:** Strengthen ties with Duluth and surrounding communities in an intentional, visible, and mutually beneficial partnership.

The Technology Program supports CLA Duluth-based programs such as student Journalism, Sustainability and SAP, Cultural Entrepreneurship projects, conferences, and community events.

**GOAL 6:** Utilize UMD's infrastructure; technologies; and information, human and financial resources to support the campus in a sustainable manner.

CLA Technology collaborates with ITSS and Facilities Management on a daily basis and serves to enhance UMD's infrastructure through the promotion of sustainable, common good technologies; and promotes paper-reducing document and data practices

CLA Technology Program provides a number of specific areas of alignment with the UMD Strategic Plan Goals.<sup>2</sup>

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<sup>2</sup> Active Learning / video game spaces (Goal1-a5), Leadership in accessibility and ADA compliance for digital media and course materials (Goal2-a1,a8), Web / Digital Signage / Newsletter / Performance Capture Technology (Goal4-a5), Faculty research support with undergraduate research opportunities / GIS undergraduate research (Goal4-a7), Staff, Faculty and technology training, formal IT staff professional development (Goal6-a3), Active learning / Video Gaming Studies spaces / Geospatial learning & research spaces / Journalism technology support / vendor leveraging through volume planned buying with other units & Bookstore / 3-4 year warranty (Goal6-a5), Asset Management with Energy Star products / Asset Recycling & Recapture program / Copier scan-to-email program / (Goal6-a10)

Likewise, the *CLA Technology Program* supports four of CLA's Strategic Goals from the 2015-2020 Strategic Plan:

- **GOAL ONE:** BUILD A STRONGER RESEARCH AND CREATIVE CULTURE THAT DEEPENS STUDENTS' EDUCATIONAL EXPERIENCE -
  - Facilitate the building of a CLA repository of creative work and research
  - Aid in the development of co-op labs and shared research spaces.
- **GOAL TWO:** ENRICH AND SUPPORT UNDERGRADUATE EDUCATION AND STUDENT EXPERIENCES
  - Develop and assist with the production of media that promotes and projects CLA's mission and achievements
- **GOAL FOUR:** FURTHER CLA AS A DIVERSE, WELCOMING COMMUNITY FOR FACULTY, STAFF, AND STUDENTS
  - As CLA staff promote diversity and a welcoming climate in our day-to-day conduct and actions.
  - Actively encourage the hiring and mentoring of a diverse community of students and staff in a what is a traditionally white male field such as information technology.
- **GOAL FIVE:** IMPROVE CLA'S INFRASTRUCTURE TO BETTER MEET 21ST-CENTURY TEACHING, RESEARCH, AND OUTREACH NEEDS
  - Assist in designing and developing innovative, flexible collaborative spaces that support bring-your-own technology
  - Complete a technology assessment for classroom and offices and identify remaining upgrades, options and compliance issues.

## HISTORY AND ORGANIZATION

### History

In Spring semester 2003, the CLA Technology Advisory Committee, Associate Dean and Dean decided to hire a Technology Director to develop, implement and administer a comprehensive collegiate technology program. The current director, Peter Angelos was hired to develop and implement the Technology Program. At the onset of the Program, there was the Director and three part-time student employees. The primary role of the students was to perform web development of the collegiate main website, assist with and perform web development for Student Affairs and Advising, and the other CLA departments and centers, and design / produce media (posters, flyers, digital media for the web, etc.) for the College. The students also assisted in producing digital media used for courseware, website content and print.

There was a demonstrated need for a full-time staff position dedicated to CLA web development, media production, and some desktop user support. A full time AFSCME position was established and filled (2004). This Information Technology Specialist position was eventually reclassified as an Information Technology Professional Civil Service class to make it competitive with peer positions in other

collegiate and IT units on campus. The job duties also included supervision of 1-2 student part-time employees.

### **Program Evolution and Timeline**

As the Technology Program developed in the first two years, the management was able to be less focussed on operations and became progressively more strategically aligned with CLA goals. Efforts were also being made to encourage operational alignment and less redundancy with central ITSS services.

Prior to 2003 there were large carry forwards in the budget and the need for more formally centralized or uniformed procurement and configuration of technology. Although there was manual unit-based inventory, there was no centralized asset and non-asset management, no lifecycle management. There was an *ad hoc* Technology Advisory Committee that reported to the Associate Dean.. Around 2002 came the initiative to develop mobile multimedia classroom teaching platforms (5 NOMADs). In Fall 2002, the ITSS/CLA Laptop loaner program began as a pilot which expanded and went on for the next four years as an regular program. By 2005 student distribution programs were underway featuring software subsidized through student technology fees. (Microsoft Office, SPSS, ESRI ArcView and ArcInfo). The TAC reported to the Technology Director and advised the Dean on the annual technology budget, new initiatives and ongoing programs.

To better align with changing CLA student needs, the laptop-loaner program transitioned in 2004 to the first UMD collegiate laptop requirement supported by the Bookstore Computer Corner and vendor warranty and assurance packages. The intent was to promote minority & low-income student access to mobile computing technology. From 2004-2006 saw inventory standardization, asset lifecycle management using a centralized database and web application, cost controls for procurement, and data security policy education and compliance. As with the 2003 audit, the 2008 Collegiate Audit was successful with no actions for Information Technology financial, asset or security, although in the intervening years the number of accountabilities and compliance requirements had increased dramatically.

2008-2010 began another phase of classroom enhancement to develop a quantitative and spatial analysis teaching lab (H458). In 2013 the CLA Technology Digital Performance Capture system was in full production and able to record, transcode and present thousands of speeches per year. - 2013 also had another successful 5-Year Audit with no actions for IT finances, asset management or data security. The CLA constitution was revised and the TAC was made a permanent standing committee.

### **Innovation**

CLA has a history of innovative leadership in classroom, academic program support, student service and research technology programs.

- First UMD wireless WiFi classroom space (2002/2003) and laptop classroom learning space (Humanities 484)
- Early UMD collegiate partner with ITSS laptop lottery program (2002-2006)
  - 100 CLA students received laptops through an opt-in lottery program, including Microsoft Office and other software

- Laptop loaner program integrated with ITSS repair services
- Provided a safety-net for when student laptops were being serviced for repair or antivirus recovery
- CLA support for Digital Journalism (2003-2015)
  - Dedicated classroom space Humanities 484 (2003-2013) was a Macintosh-based facility dedicated to digital journalism instruction and media production
  - Journalism MacBook Pro lending program (30 laptops) with digital media and web authoring and editing software (Adobe Creative Suite)
  - Lab facility with iMac workstations, large-format color laser printing, group-work table layout and room organization
  - Professional quality video cameras (15 full kits including microphones, tripods, etc.) available for use by Journalism students
  - Professional quality digital audio recorders (kits with microphones and accessories) available for use by Journalism students
  - In 2013 Journalism technology resources were integrated into the Library Media Hub to support a campus-commons model. Support for these initiatives is ongoing.
- CLA support for Geospatial Information Science Lab (2003-2015) and Geospatial Analysis Center (as well as the major, minor and certificate program) had always been a cooperative partnership. CLA Technology funds provided supporting revenue and the GISL ISO/External Sales organization generated additional revenue through grant and partnership activities. This revenue offset 25-35% of the CLA Technology funding. Projects ranged from subsidized software to lab development, teaching spaces, GPS and data-logging mobile technology.
- CLA was the first college (2002 - to provide mobile multimedia computer platforms for interactive classroom presentation and active learning
  - “NOMADS” were mobile carts that contained computer and media hardware that provided digital multimedia before the time when computers and video projectors were available in classrooms
  - Units included a networked computer, video projector, optical document camera, CD / DVD player, and a sound system with amplifier and speakers
- In Fall 2004 CLA was the first UMD collegiate program to have a laptop requirement (Later to be adopted by all other UMD colleges).
  - Provided common technology basis for classroom and project assignments
  - Provided financial aid support for those students who could not afford to purchase a laptop for college.
  - 86% of incoming Freshmen already had a laptop computer, so by not making it an academic requirement the College was in essence depriving 14% of the students from accessing financial aid to support the cost of purchasing technology. This changed one CLA make it a requirement, and thus became a qualifying academic expense for financial aid.
- First UMD college to subsidize common-platform software (free to all CLA students) -
  - Microsoft Windows, Microsoft Office subsidized Student Software Program for all CLA students (Later to be adopted by colleges and system-wide)

## CLA Technology Program

- SPSS quantitative analysis software for all CLA students. CLA faculty SPSS subsidized software program (Later to be adopted by other UMD colleges)
- ESRI ArcGIS products subsidized program for all CLA faculty and students in partnership with CLA GISL (Later to be adopted system-wide)
- Grant and material support for classroom customized courseware and media development that includes Cultural Studies Participatory Media Lab documentary projects, Foreign Languages and Literatures Mobile Language Learning Group student-authored iPad applications

## Relationships with Other Programs

The Technology Program has a long standing tradition of strongly supporting the common good services and shared services models. The other UMD Colleges and units often cooperate, participate and contribute to mutually beneficial programs that reduce redundancy.

- UMD ITSS (common good services / shared services model)
  - CLA staff is integrated into the ITSS “RT” Ticketing System - can monitor, comment, route and close tickets
  - CLA asset inventory integrated with ITSS onsite maintenance and repair with 4 year life-cycle asset management funded from Collegiate fees
  - CLA contracts with ITSS for Virtual server and SAN data storage infrastructure with an annual service agreement to host and maintain critical CLA servers in their central high availability, secured datacenter
  - Academic faculty support - CLA and the other colleges co-sponsor ITSS Educational Technology academic support staff for direct faculty and staff training and mentoring
- OIT Twin Cities (common good services / shared services model) - dotted line reporting between Technology Directors and the CIO. CLA cooperates and participates with OIT governance, committees and communities of practice, in an effort to ensure that UMD and CLA are represented in system-wide, enterprise decision making and planning. Additional benefits to CLA Technology Program are the Technology Director’s participation and leadership in the development and implementation of the UofM information security framework, academic technology initiatives, and other activities that help keep the UMD CLA Technology Program well integrated into the central IT governance and leadership process.
- UMD Academic Technologists (cross-collegiate partnerships / co-op buying / cost-sharing / eliminating redundancy)
  - Committee established in 2003 jointly by ITSS, CLA and LSBE to include technology representatives from all collegiate and research units
  - Agenda encourages collaboration & cooperation between college IT programs and ITSS
  - Goal - reduce redundancy of services through support of common good and shared services, licensing agreements, purchasing through vendor leveraging coordinated with UMD Bookstore Computer Corner

## Organizational Chart

**Dean** → **Technology Director** → **Info Tech Pro** → **2 students** (typically)

## RESOURCES

### Staff / Administration

PETER ANGELOS, DIRECTOR - (DEVELOPER 4)

#### **Accountabilities & Responsibilities:**

The Technology Director for CLA is responsible for both academic and operational administration of the Collegiate technology program. The Director is accountable for providing leadership in strategic positioning of the design, development, and deployment of classroom and online teaching / learning resources, classroom active learning and collaborative technologies, training initiatives, supporting faculty research, and supporting outreach and reciprocal engagement activities for academic and professional programs in The College. The Director is also accountable for the administration of budget planning, technology asset life-cycle and inventory management, procurement, information and material security, regulatory and policy compliance, maintenance support and user support.

- The Director of Technology works collaboratively with faculty, students and staff in support of the educational and scholarly missions of the College. Specific responsibilities include:
  - Providing a leadership role in academic programming, strategic planning and resource management for technology needs in the College;
  - Providing teaching/learning activities for students, faculty and staff using state of the art multi-media resources, including internet tools and software for both the PC and Macintosh environment;
  - Assisting faculty in integrating innovative uses of technology into their teaching and research endeavors;
  - Maintaining up-to-date expertise in technologies and best practices used in higher education;
  - Engage in professional development and service to the university and professional associations;
  - Writing of and consulting on grants that seek to enhance technology in teaching and learning and research;
  - Serving as liaison to technical staff support employed by the University system;
  - Overseeing the College web site;
  - Working with the College Technology Advisory Committee to administer the student technology budget; and
  - Overseeing the College students employed in the area of information technology.

## CLA Technology Program

- The Program Director is charged to: Provide uniform, safe, innovative and dependable computing resources to staff and faculty. Develop, implement and maintain CLA website - serving the interest of potential and current student, faculty, staff, alumni, donors. Support a variety of technological and media resources for undergraduate research opportunities, classroom, online instruction and community engagement. Manage budget and procurement plans to minimize operational waste, redundancy and ongoing expenses. This activity is done through managing technology assets for configuration uniformity and homogeneity across functional lines (laptops, still and video cameras, copiers, etc.) The Program and staff function as experts to provide CLA-specific technologies, services, media and specialized support to our students, faculty and staff--and as liaisons between CLA and ITSS, Facilities Maintenance, Bookstore, Printing Services, etc. when common good solutions and services are more efficient, economical or required by policy.
  
- **Performance and External Review**
  - Both the Director and Information Technology Professional have consistently received very strong annual reviews. The individual performance of the Director has also been externally evaluated three times as a participant in professional and leadership development programs.
  - As part of the University of Minnesota Information Technology Advanced Leadership Program (2015), each member of the cohort participates in a formal external performance evaluation used to help inform goals and outcomes of the program. The following is an excerpt of the full study results for purposes of this self study document. The peer group of evaluators consisted of immediate supervisor, immediate report, six peers from inside the College and affiliated programs, and three peers from IT programs on the Twin Cities campus.
    - Peter Angelos received an overall assessment of 4.2 / 5 points in 13 categories placing his leadership ranking above average.
    - See APPENDIX A for detailed results.

DANIEL LACKORE, INFORMATION TECHNOLOGY PROFESSIONAL - (END USER SUPPORT 1)

The Information Technology Professional staff member is a vital role to the Technology Program and provides half of the professional staff workload. The Program is made more successful with a highly skilled, dedicated and creative person in this position.

### **Job Responsibilities / Accountabilities**

#### Class Concept / Competency

- First-level professional technical support. Responsible for administering, maintaining, troubleshooting, and monitoring applications, programs, computers, devices, or other technical products, processes or systems. Resolves issues through a combination of adapting standard procedures, research, and creative problem solving. Trains users on software and hardware. Advises users on selecting software and hardware products and deployment.

- **Responsibilities**
  - Serves as generalist responsible for providing broad range of user support services. Provides technical support to the organization's internal users of computer applications and hardware. Focus is on non-routine, more difficult, or complex problems. Often resolves issues escalated by service desk. Modifies installation scripts, tests, and programs to meet defined requirements Provides written documentation for internal use by others in support areas.
- Addresses issues of moderate difficulty that can be resolved through a combination of standard procedures, research, and creative problem-solving. Utilizes help desk and issue tracking software to recommend process improvements, issue management, and resolutions Procures, configures, deploys, and maintains workstations, laptops and network printers. Assists in delivering group training to end-users.
- **Specific Additional Responsibilities**
  - Manages and maintains collegiate, program and departmental websites and digital media. Supervises and is involved in hiring student employees.  
Assists in managing assets and inventory

#### UNDERGRAD STUDENTS - (STUDENT ACADEMIC SUPPORT)

Annual performance reviews of all staff including students are conducted regularly and consistently. Direct monitoring of effectiveness of work is highly efficient because staff and student employees routinely produce service levels well beyond expectations. The Technology Program does a good job of efficiently making use of what staff we have. Information Technology management and support staff ratios to student / faculty / staff for 11 departments, and 5 centers are significantly below other UofM collegiate levels and peer institutions.

CLA Information Technology resource budget: UMD CLA is around 1/7th (overall student, faculty and staff) the size of UofM Twin Cities CLA, yet has less than 1/15th the budget and 1/30th the staff resources.

### **CLA Technology Facilities**

#### **Learning Spaces:**

- a. Teaching & Learning Classrooms / Labs / Servers
- Humanities 458 Quantitative, Qualitative and Spatial Learning Space -
  - This is a CLA priority-scheduled classroom that supports up to 30 workstation computers with high-resolution displays designed for the specific demands of teaching research methodology and GIS. The facility has dual-projector and screen displays, Gigabit networking and access to high-capacity server resources. The workstations are configured with GIS, Image analysis software, quantitative analysis software, digital media graphic authoring and editing software, scripting and programming applications, and office productivity software.
- Humanities 484 ITSS / Campus cooperative Active Learning Space (formerly Digital Journalism space)

## CLA Technology Program

- Pod Classroom: Round tables (pods) of 9 (ability to further divide into smaller tables with groups of 3) with technology (monitors, audio, camera, microphone) at each pod.
- ABAH 445 Multimedia Enhanced Learning / Gaming Studies Space
  - Open Configuration: Multiple monitors / projectors available for students to display media, moveable furniture to reconfigure into groups of any size.
- KPlz 389 GIS student workspace (temporarily relocated to Library Third Floor)
  - Dedicated workstations configured with GIS, Image analysis software, quantitative analysis software, digital media graphic authoring and editing software, scripting and programming applications, and office productivity software.
- Virtual File and Application Servers:
- GIS faculty, research, student file server
  - ArcGIS Server, MS SQL Geo-database Server (co-op with GAC)
  - MS Active Directory file server
- Video Performance Capture Processing / file storage Server
  - Supports audio / video performance capture and retrieval system
  - Communications, Philosophy and other programs
  - Library Media Hub partnership
- Journalism Program Technology Support
  - Located in 2nd Floor Library commons environment
  - 9 HD video kits (microphone, tripod, cable, case, etc.)
  - 10 professional digital audio recorders
  - CLA Donated workstations (iMac computers)

## Technology Asset Management Lifecycle

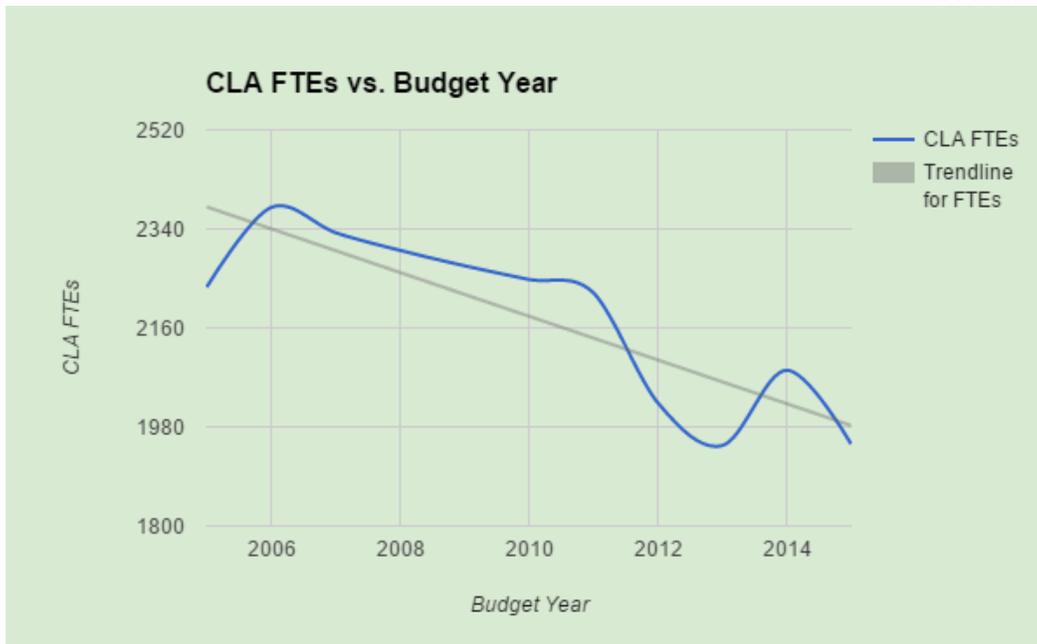
- Teaching & Learning classroom technology
  - All CLA classroom and lab technology is managed using a predictive total-cost of ownership lifecycle plan. Total cost for the assets is capitalized in the initial purchase and four year assurances are negotiated into the purchase agreement with the vendor
  - Four year on-site parts and services warranty support is built into the initial cost
  - Four year accidental damage replacement insurance is built into the initial cost
  - A one-time in the first three years battery replacement is built into to cost where applicable to the type of computer
- Faculty Laptop and Peripherals
  - All CLA faculty technology is managed using a predictive total-cost of ownership lifecycle plan. Total cost for the assets is capitalized in the initial purchase and four year assurances are negotiated into the purchase agreement with the vendor
  - Four year on-site parts and services warranty support is built into the initial cost
  - Four year accidental damage replacement insurance is built into the initial cost
  - A one-time in the first three years battery replacement is built into to cost where applicable to the type of computer

## CLA Technology Program

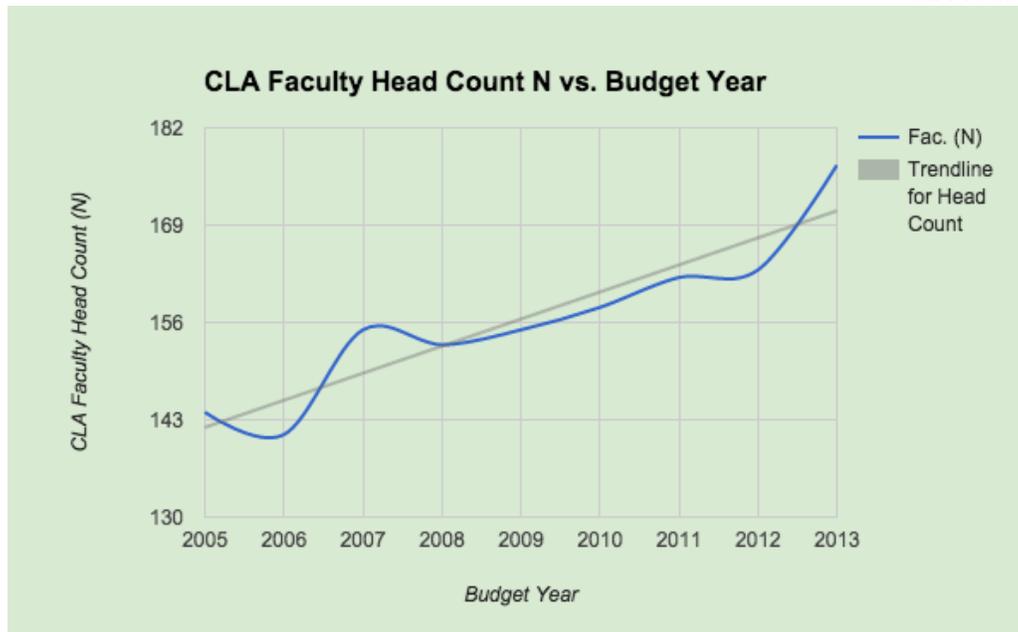
- Both Windows and Macintosh platforms are supported where appropriate
- Staff workstations / Unit Printers / Copier Assets are also all managed centrally through the Technology Program
- Virtual Application and Database Servers are managed under agreement with ITSS

### Funding: Non-Recurring Revenue

- Funding for the Technology Program is on a non-recurring per-FTE Collegiate Fee basis. In 2001/2002 some collegiate technology fees were first specifically designated as technology fees. In 2014 all collegiate fees are now under a single designation. From 2001-2014 CLA had never increased its collegiate student fees.
  - The original funding formula: (2002-2013) Number of [FTE \* (\$125.00-\$1.25) = \$123.75 ] \* 2 semesters for the annual technology budget
  - New funding formula: (2014-Present) Number of [FTE \* (\$230 - \$81.25 ITSS - 16.25 Library - \$5.00 VCAA) = \$127.50 \* 2 semesters for the annual technology budget
- Collegiate Technology Fees (and later general Collegiate Fees) represent the primary funding for the CLA Technology Program. These fees were established by UMD and approved by the Board of Regents (2001). The BoR policy states that the fees are dedicated to student instruction that goes beyond the functional classroom furnishings and basic technology.
  - The Technology Program instituted policy and guidelines (2004) that standardized the budget process and procedural use of the Collegiate Fees. Some of these guidelines include:
    - Targeting a < 5% annual carry forward into the next budget year, with the expectation that any carry forward be structured for lifecycle asset renewal
    - That the accountancy of Collegiate follow a First In First Out practice striving for the use of the fees within the academic period for which they are collected
    - That the use of Collegiate Technology Fees should be demonstrated to directly benefit the enhancement of the student educational experience or provide students with unique or specialized resources specifically focused on teaching, learning, and research in the humanities and social sciences.
    - That the fees not be directed toward individual faculty research, departmental or Collegiate operations or expenditures unrelated to student education, research opportunities or professional development experiences
- Budget Challenges: Fewer CLA majors, increase in number of programs & faculty members
  - Increase in cost over 10 years of competitive wages & fringe for IT staff
  - Declining year-over-year enrollment in CLA majors (over 400 fewer majors)
    - 18% reduction in enrollment since 2006 (peak)



- Increased cost to support Liberal Studies credit delivery to all students, based on CLA collegiate fees
  - CLA Technology directly supports the Communications Freshman speech and Writing Studies Freshman writing courses for the entire UMD undergraduate student body through the offering of Liberal Education core requirements, yet this technology is only funded by CLA FTE collegiate fees.
  - Increase in number of majors, minors degree programs over past 10 years
  - Increase in instructor total headcount over past 10 years (19% increase)
    - Translates into additional cost for computers and software licensing
    - Translates into additional cost for support, and materials



### Cost Containment and Sustainability

CLA Information Technology has no recurring funding for staff salary and fringe compensation, asset procurement, expenses or other costs. All funds (revenues) are derived from collegiate fees. Some recapture is from resale of phased-out technology assets through Bookstore Computer Corner ISO, or sales to external used equipment vendors. This is done to the extent of what is allowable under policy for disposal and sale of UMN materials and assets. Because of information security policies, it is often cost-prohibitive to properly prepare an asset for resale, or it violates data security policy directly.

### Containment Efforts

Departmental capital asset management has come under IT administration and is coordinated with the administrative director -- photo copiers are now under common state-contract, coordinated with Office of Equipment Management (or directly billed under state contract to the vendor), fleet vehicles are preferred for Information Technology travel. All other office equipment capital assets will become part of this consolidated asset inventory management plan during FY 2015/16 under the Technology Program and coordinated through the CLA Administrative Director as a cost containment practice.

Beginning in 2013 sustainability IT programs were developed by the Tech Program to include scan-to-email on all CLA copiers with a planned reduction of paper by 50% / year for printing and copies, purchase of recycled paper when possible, preference for Energy Star computers and peripherals. Continue the use of cascading computer assets through lifecycle phases to staff and instructors who are below half-time and do not have demanding computer processing requirements. Virtualization of all current and future CLA server infrastructure is at 100% since 2014.

**Cost Cutting Practices Currently in Use:**

- Strong vendor leveraging for procurement
- Policy-based lifecycle asset management
- Cuts in non-core programs and innovative initiatives
- Reduction of imprints (copies) by 250k/year -- scan to email
- Computer materials recycling & reclamation policy
- Operational Excellence
- The Dean and Administrative Director worked with the Geospatial Analysis Center director to divest GAC from sustaining revenue historically supported by the CLA Technology Program budget and shift the GAC from direct budget support to a shared service model. The GAC moved to having sustaining support from SCSE. CLA plans to be an on-going strong support partner of GAC.
- CLA asset management for copiers & networked printers

**Additional Revenue**

Since the Technology Program is not funded from recurring sources and is a non-revenue program, opportunities for generating additional revenue are limited and challenging. The following are some opportunities both current and planned.

- More asset recapture to divert salvage / disposal to sale of used technology (laptops, tablets, printers, etc.) or pilot a lease return mode vs. a direct asset purchase model for laptops.
- Adoption of BYOD-oriented policies to incorporate user-owned technology assets with UofM infrastructure supporting authentication, data security compliance, etc. This could reduce technology asset purchase costs.
- Establishing shared service models and time-shared employees with other departments / units ( marketing professionals, graphic artists, project managers, subject material experts, etc. - Already have begun doing this FY 2013 and plan to work with Alworth in Fall 2015)
- More private corporate partnerships, external engagement with NGO / non-profit / government as service provider and SME, and joint economic technology development projects with the private sector - with co-branding possibilities.
- Campaign with Development Offices for contributions to the Technology Program's "Technology Excellence Fund"
- The CLA Administrative Director is coordinating efforts with the Dean and Technology Director
  - Institute additional Course Fees for high-expense technology classes (GIS)
  - One-time Collegiate Fee adjustment (requested 2014) to offset falling revenue
- **Audit Results** 2003, 2008 and 2013 audits of finances and data and material security
  - No recommended or required warnings or actions of any kind in any of the three audits regarding financial, data security, material security, web applications, data storage or employee safety. Staff complements and accommodation were written for asset management.

## CLA Technology Program

- Annual Performance Review is prepared by the Technology Director, is reviewed and approved by the Dean and then forwarded to the EVCAA if merit is recommended.
- Additional methods for gaining Technology Program feedback:
  - From CLA Technology Advisory Committee (10 students 5 faculty / staff) monthly meetings,
  - OIT Technology Survey with ITSS UMD-specific sections and collegiate questions,
  - Invitation to bi-weekly CLA staff meetings, Monthly attendance of the CLA Department Heads meeting, schedule of academic department meeting visits by the Technology Program staff,
  - Making weekly personal rounds to departments and centers by the Technology Director and staff to gauge client satisfaction and engagement
  - Formal scheduled review of Website and social media analytics (i.e. Google Analytics) with Technology Program staff and for other academic and support units in CLA.
  - Review type and frequency of ITSS RT support tickets related to quality of service delivery
  - Gather feedback from CLA Technology Advisory Committee (10 students 5 faculty / staff) monthly meetings (engagement and feedback from students)

### ***Ideal Future Revenue State: Non-recurring Funding of Professional Staff***

- Director and Information Technology Professional compensation could ideally be shifted to recurring budget and this would:
  - Release funds for student-directed academic and research programs
  - Remove inflationary cost (wage and fringe increases for staff) from soft revenue
- Additional funds required just to offset the increasing cost for unfunded mandated (and often statutory) compliance accountabilities
  - Data privacy and security compliance
  - Data access, network accounts management, user role and group access management
  - Accessibility compliance for all digital media, web pages and web applications
  - Intellectual Property rights and media licensing management
- Compliance has increased activity and effort added in past 10 years to daily workload by as much as 15% based on a work time study conducted in my office.

### ***External Technology User Satisfaction Survey***

- "Spring 2015 UMD ITSS and Collegiate Technology Survey" for University of Minnesota-Duluth
  - Survey intent and methodology: The survey was conducted using Higher Education [TechQual+ Project](#). This is specifically designed for higher education technology surveys. There is a lot of literature on the survey methodology available on their website
- Survey Findings Summary:

#### KEY FINDINGS OF SURVEY

The following are those questions where the participant answered that their perception of an IT service, policy or governance process had a gap that was below what they set as their minimum adequate level. The questions with the lowest satisfaction are marked in red. These are the findings that best indicate areas where

improvements can be made in either delivering services that better align with user needs and expectations, or improvement of communications where services are being delivered at measurably higher levels than are perceived by the clients.

See detailed analysis of these results under the Zone section in APPENDIX B

**Negative Perceptions (Adequacy Gap Score < 0)**

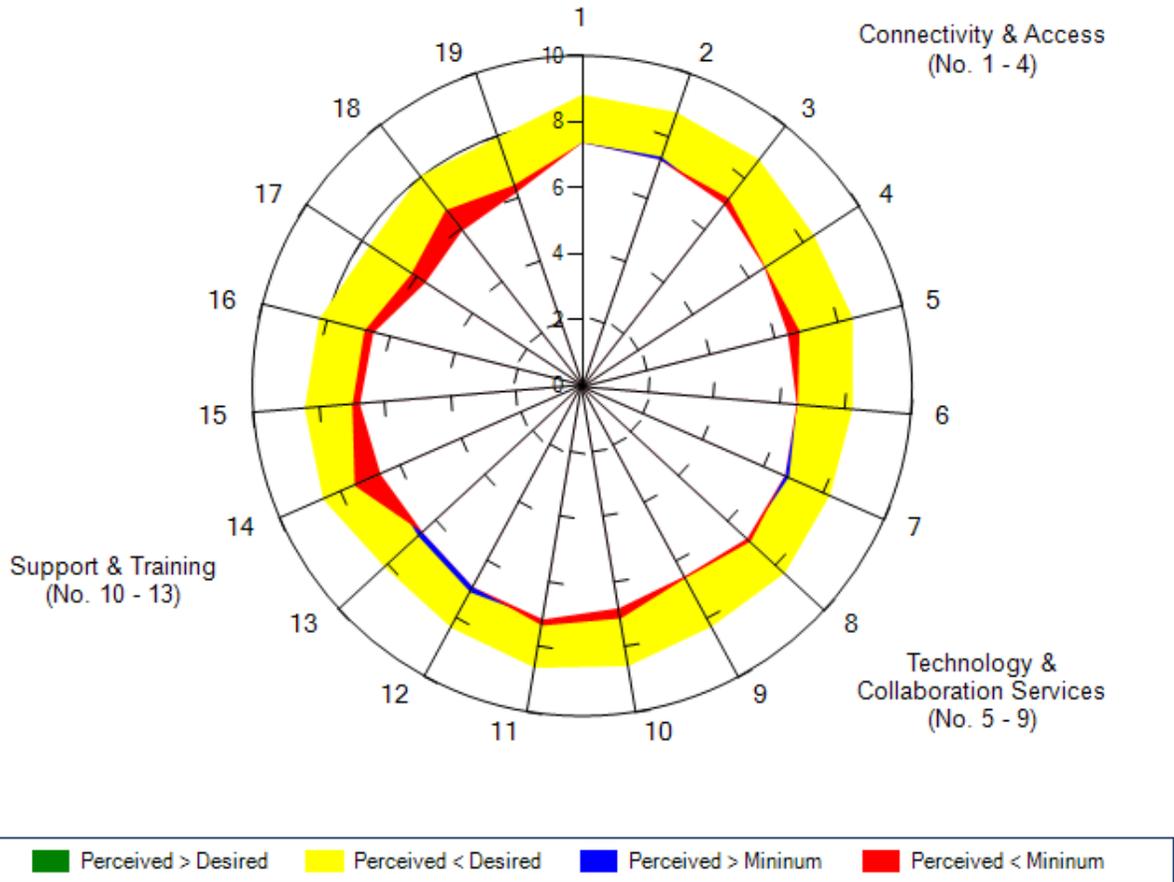
- 3) Having an Internet service that provides adequate Wi-Fi coverage.  
*Adequacy Gap Score = -0.22; N = 339; P = 0.04*
  - *CLA had lower gap than average*
- 5) Having Web sites and online services that are easy to use.  
*Adequacy Gap Score = -0.37; N = 348; P = 0.00*
  - *CLA had Higher gap than average*
- 10) Getting timely resolution of technology problems that I am experiencing.  
*Adequacy Gap Score = -0.31; N = 329; P = 0.01*
  - *CLA had slightly higher gap than average*
- 14) Understanding clearly where to go or who to contact for technology support in my classroom, office or lab. (whether it should be from ITSS or my collegiate or work unit).  
*Adequacy Gap Score = -0.23; N = 322; P = 0.04*
  - *CLA had similar gap to average*
- 15) Being apprised about technology policy decisions that have an impact on teaching, learning, research or doing my job.  
*Adequacy Gap Score = -0.29; N = 306; P = 0.02*
  - *CLA had higher gap than average*
- 16) Having influence and being included in technology policy decisions that have an impact on teaching, learning, research or doing my job.  
*Adequacy Gap Score = -0.50; N = 286; P = 0.00*
  - *CLA had higher gap than average*
- 17) Having an adequate computer and accessories provided by my college or unit that are replaced / updated on a planned life-cycle.  
*Adequacy Gap Score = -0.86; N = 167; P = 0.00*
  - *CLA had similar gap to average*

**CLA Technology Program**

- 18) Having resources and support for developing, designing and implementing online courses.

Adequacy Gap Score = -0.80; N = 89; P = 0.00

- CLA had similar gap to average



- Differentiated findings for CLA Students, Faculty and Staff  
A pivot table was made that sliced the demographic indicator of CLA as the participant's collegiate unit and whether they were faculty, staff or a student. It was possible then to analyse how CLA participants answered when compared to the entire survey population. The CLA comparative information was provided for the most significant findings (those above with the greatest adequacy gap). In general the CLA participants fell along similar lines as the whole population.
- CLA participation in the survey represented 15% of the participants.  
Faculty 14

Staff 11

Student 32

Grand Total 57 participants

- See APPENDIX B for full Technology Survey questionnaire and more detailed findings
- Response to Technology Survey Findings
  - Question 5) Easy to Use Website: The implementation of Drupal content management system and enforcement of standards for navigation, style and brand should make an improvement on the ease of use for the UMD and CLA websites. It would be prudent to include this question again after which time Drupal has been implemented to see if this is the case.
  - Question 14) Understanding where and who for support: This question is always in the adequacy gap section. It is understandably confusing where and how to get support in an institution that has both shared, common good central and collegiate technology services and support. This past summer Educational Technologists from ITSS and collegiate technologists got together to address the need for a coordinated UMD Educational Technology Support Model. The result can be found at this [link](#). CLA has a reference document that is shared to all CLA faculty and staff.  
See APPENDIX C for the CLA “Where and When to Call” Google Doc available to all CLA faculty and Staff since Fall 2014. This has document has been used as a template for the other colleges to aid in providing more uniform service delivery across UMD.
  - Question 16) Influence on Tech. policy: There are a number of ways in which governance could be concerning people having influence in policy making that has an impact on doing their job at UMD. The scheduling of IT activities such as maintenance, upgrades, changes to features and reports should be publically available weeks in advance. This was difficult in the past because there was little coordination between units to coordinate and communicate their IT activities. ITSS has now implemented a formal change control process coordinated by a change control approval board. CLA has asked to also be able to participate in this management system. Once in place, there should be an opportunity to better understand, communicate and coordinate technology policy decisions leading to a change in a system or process.  
The new UMD governance structure has provided a place for the SITL committee (subcommittee on Information Technology & Library). Perhaps faculty, staff and students who are either interested or concerned with IT policy can contact their representatives on the committee to gain more influence and knowledge about technology policy?
  - Question 17) Lifecycle Replacement: Information and presentations about the CLA computer lifecycle replacement program have already started, beginning with a presentation at the Fall 2015 Staff retreat by the Information Technology Professional. Because CLA has a comprehensive lifecycle program, there is a need to do a better job communicating details about the program and policy. Perhaps users can have access to a report where they can check the replacement date and status of their technology.
  - Question 18) Resources and Support for online courses: There are more resources now available to UMD faculty members to aid with online course development and implementation.

## CLA Technology Program

Some are system-wide resources (Academic Technology Support Services ATSS) and the Center for Educational Innovation CEI) in the Twin Cities that do direct support for Duluth. These are newly established support programs. ITSS Educational Technology is planning to hire an academic technologist dedicated to online course development. Even with these steps there may not be adequate support for the number of courses being planned for online delivery.

- The other gap questions as well as the entire survey will be addressed in greater depth when ITSS and the other colleges analyse and respond to the results.

## IMPACT

The following are long-term programs that have made a significant impact on CLA academic programs.

- Collegiate Technology Programs
  - Performance Capture Speech Communications Cart Program
    - Classroom audio & video recording and self-assessment program
    - Classroom capture carts & server replicable, scalable system
    - Goal is to expand to other departments: Philosophy pilot project
    - Over 30,000 student speeches have been recorded on this system
  - Compliance Awareness & Education
    - Data Security / Private Data Training (for Faculty & Staff)
    - Computer Safety Day - Campus event (for students)
    - Copyright & Intellectual Property Education (for everyone)
  - Promoting Accessibility
    - Encouraging and providing compliance-based website, media and services as examples
    - Supporting UMD equity and diversity Goal 2 of Strategic Plan
    - Leadership on the Chancellor's Accessibility Taskforce (Spring 2014-Fall 2015)
  - Foreign Language Program Support
    - Active learning classroom support
    - Mobile Language Projects
    - iPad in the classroom project
  - Journalism Program Support
    - News, Video, Documentary, Radio & Print support
    - Located in 2nd Floor Library Media Hub area
    - 9 HD video kits (microphone, tripod, cable, case, etc.)
    - 10 professional digital audio recorders
    - Donated workstations (iMac computers)
  - Geographic Information Services - Geography and GAC support
    - Proponent and support services for GIS academic program
    - Support Humanities 458 learning space lab (28 seats)

## CLA Technology Program

- Support Cina 389 GIS student work room lab (28 seats) - temporarily relocated to third floor Library because of Cina Hall renovation relocations.
- Staff Activities and Programs
  - Google application training sessions
  - Participating in Staff meeting and training
  - Moving to laptop / desktop docking station model for stall (Fall 2015)

### Strategic Priorities for Technology Program

Continue to develop more strategic leadership and programs in areas of direct student-centered teaching & learning in both Face-to-Face active learning spaces and expanding support for curriculum & course design for online education.

Continue to identify opportunities for cost containment, increased efficiency between CLA departments and other colleges, and adopt shared service model.

Expanding on program support for student civic engagement with participatory media, and presence technology

Currently conducting a gap analysis of financial needs of an 'ideal CLA technology program state' with current finances. A Priority is to achieve a sustainable and stable funding model for the Technology Program budget within 18-24 months. This is critical in order to not only maintain the ability to continue delivery of core services and programs, but to increase service delivery and innovation of creative programs.

### Opportunities for Program Improvement

- Drupal will make a measurable improvement to the overall quality and aesthetic of the CLA and departmental websites. Content Management System - i.e. Drupal for collegiate, department and central web development. This will eventually shift content and graphic website development into the academic unit staff support-- to increase efficiency in content production and publication on web, digital signage, newsletters, print posters, brochures, etc. The Technology Program is well positioned to transition web services to Moodle through already implemented code and content standardization. This project will be expanded until the transition to Drupal is completed.
- Cross training of staff is on-going so that customer service and client care, graphics art production, and web content editing is spread across all employees in the program.
- Integration of enterprise systems to replace collegiate stand-alone applications and systems. This would even include eliminating the performance capture system for speeches if an enterprise solution could be found.
- The Technology Program has eliminated 80% of all proprietary web applications since FY 2011. This application and code reduction effort is ongoing. Database and web application development had

## CLA Technology Program

been greatly reduced since the ability for people to set up simple surveys, questionnaires and data loggers / trackers using simple tools such as a Google Form tied to a spreadsheet.

- Establish better communication channels with faculty and staff to more clearly delineate service support and providers and differentiate between ITSS common good services, CLA technology services and UofM system technology services. Improve and expand upon the [“Whom and When to Call”](#) document.
- Develop a more consistent and efficient means of recruiting student representatives for the Technology Advisory Committee to improve overall student engagement
- Further Ways to further improve Technology Program:
  - Increased resources (human and financial) and sustainable funding commensurate to CLA peer organizations or industry recommendations
  - Recurring funding to support full-time professional staff -- to release these funds to Tech. Program that directly serves student learning / international program interactivity, and research opportunities
  - Additional support and production employees so that the director could dedicate more time to doing strategically important planning, management, and development instead of production work and tactical activities.
  - A way in which collegiate academic technology could be more centrally coordinated and managed that would respect and cultivate the unique characteristics of the academic units, but at the same time bring efficiencies of best practice, shared services, user-centric programs, centralized common resources and sustainable political support and funding support.

## Conclusion

The CLA Technology Program began over a dozen years ago and is historically and currently a technology policy and program leader at UMD, often establishing and promoting practices adopted by other colleges and service units. Much of the success owes to the creativity of CLA faculty, staff and students who bring the use of technology into their teaching, research and creative expression in new and innovative ways. This provides the momentum for our program to continue moving forward, even through challenging times.

To help contain costs and improve efficiency, the Technology Program leadership has placed a strong emphasis on operational and asset management, and striving for client-centered alignment of user needs and expectations when developing and administering technology initiatives and ongoing programs.

Over the last decade a decline in enrollment and declared majors combined with increases in size and scope of academic programs has resulted in a revenue to cost ratio that leaves less room for innovation and new initiatives. As a response to these conditions, the administration has recently acted strategically to increase revenue where it can be used to offset some costs, and divested other costs while maintaining interests. The challenges brought about by change can also spark new opportunities. In the second decade of the CLA Technology Program we have a chance to support new ways in which the activities of teaching, research, creative expression and community engagement grounded in the humanities and social sciences can flourish.

# Appendix A

## 360 Degree Performance Evaluation

As part of the University of Minnesota Information Technology Advanced Leadership Program, each member of the cohort participates in a formal external performance evaluation used to help inform goals and outcomes of the program. The following is an excerpt of the full study results for purposes of this self study document. The peer group of evaluators consisted of immediate supervisor, immediate report, six peers from inside the College and affiliated programs, and three peers from IT programs on the Twin Cities campus.

### **Evaluator Peer Group Constituency:**

Supervisor -Dean, Employee - Information Technology Professional, 6 peers UMD, 3 peers Twin Cities

### **360° Feedback for Peter Angelos**

**Average Ranking 4.2 / 5**

#### **Scale:**

- 5 - Exceptional Strength
- 4 - Strength
- 3 - Adequate
- 2 - Needs Some Improvement
- 1 - Needs Significant Improvement



**Advanced Leadership 360° Survey Results**

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***CONFIDENTIAL***  
**SURVEY RESULTS**

FOR

**Peter Angelos**

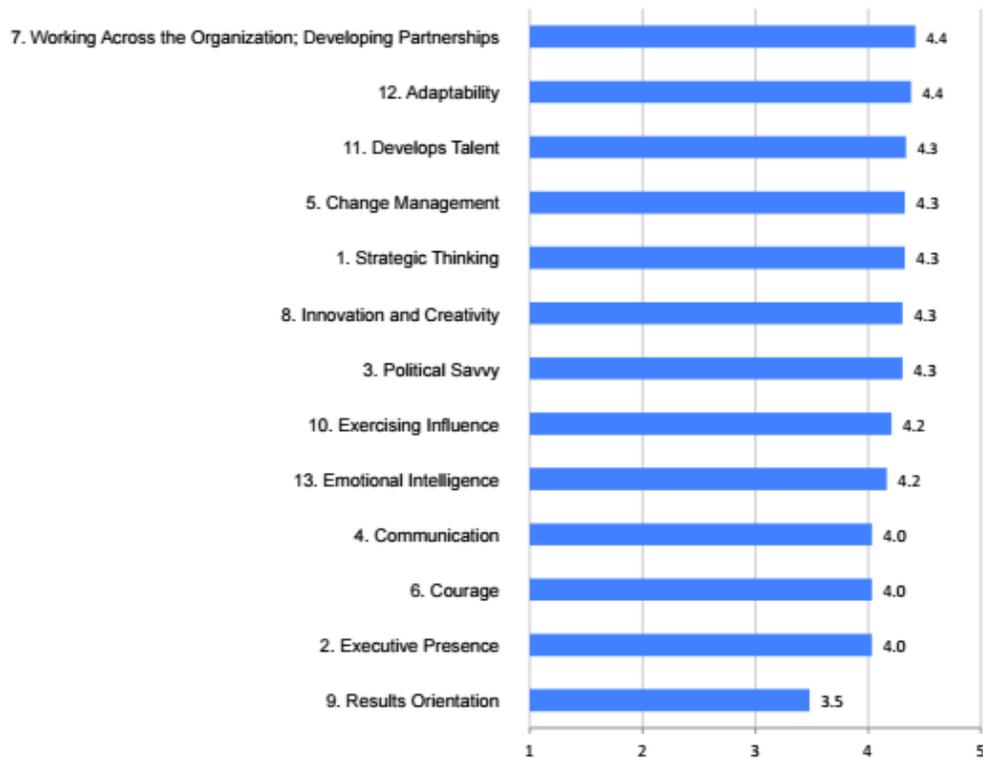
**MARCH 2015**





## Advanced Leadership 360° Survey Results

Competencies Sorted by Mean





Means\* and Self Ratings for All Skill Questions, Sorted by Competency

Competencies and Related Questions	Mean	SelfR*
<b>7. Working Across the Organization; Developing Partnerships</b>	<b>4.4</b>	<b>3.3</b>
7.1. Networks to create opportunities for collaboration.	4.8	3.0
7.2. Cultivates strong relationships outside of his or his department.	4.6	4.0
7.3. Effectively collaborates with others.	4.1	3.0
7.4. Seeks to understand customer needs.	4.2	3.0
<b>12. Adaptability</b>	<b>4.4</b>	<b>3.0</b>
12.1. Welcomes sensible changes brought about by others.	4.4	3.0
12.2. Willingly changes his/her ideas based on new information or changing needs.	4.4	3.0
12.3. Adapts strategy when the business environment changes.	4.4	3.0
12.4. Seeks opportunities to do things differently.	4.3	3.0
<b>11. Develops Talent</b>	<b>4.3</b>	<b>3.4</b>
11.1. Coaches his/her staff to further their development.	4.6	3.0
11.2. Encourages his/her staff to develop their capabilities.	4.9	4.0
11.3. Provides stretch opportunities that develop his/her staff's capabilities.	4.3	4.0
11.4. Provides timely and constructive performance feedback.	4.3	3.0
11.5. Delegates responsibility appropriately.	3.6	3.0
<b>5. Change Management</b>	<b>4.3</b>	<b>2.8</b>
5.1. Effectively addresses others' resistance to organizational change.	4.0	2.0
5.2. Champions change initiatives.	4.6	3.0
5.3. Anticipates obstacles when planning and implementing initiatives.	4.3	3.0
5.4. Is an effective change agent.	4.5	3.0
<b>1. Strategic Thinking</b>	<b>4.3</b>	<b>3.2</b>
1.1. Analyzes future scenarios to guide present day actions.	4.3	3.0
1.2. Recognizes the need for change.	3.9	3.0
1.3. Has a strategic perspective.	4.4	3.0
1.4. Suggests credible alternative scenarios when making high-level decisions.	4.3	3.0
1.5. Develops long-term strategies.	4.7	4.0
<b>8. Innovation and Creativity</b>	<b>4.3</b>	<b>2.5</b>
8.1. Takes calculated, prudent risks to experiment with new approaches.	3.9	2.0
8.2. Looks forward to new opportunities, viewing them as creative challenges.	4.6	3.0
8.3. Continuously works towards improvement.	4.2	2.0
8.4. Is open to new ideas.	4.6	3.0
<b>3. Political Savvy</b>	<b>4.3</b>	<b>2.6</b>
3.1. Is sensitive to others' interests.	4.4	3.0
3.2. Respects the ideas and opinions of others.	4.6	3.0
3.3. Knows how to navigate the political landscape.	4.8	2.0
3.4. Listens to and acknowledges communications from others.	3.4	2.0
3.5. Considers the impact his/her decisions may have on multiple stakeholders.	4.3	3.0

\*Means do not include self ratings.



**Means\* and Self Ratings for All Skill Questions, Sorted by Competency, cont.**

<b>10. Exercising Influence</b>	<b>4.2</b>	<b>3.3</b>
10.1. Finds common ground with stakeholders.	4.3	4.0
10.2. Exercises influence to move issues forward.	4.3	3.0
10.3. Is able to get cooperation from others.	4.1	3.0
10.4. Gains support of key stakeholders.	4.1	3.0
<b>13. Emotional Intelligence</b>	<b>4.2</b>	<b>3.0</b>
13.1. Is approachable.	4.7	3.0
13.2. Exhibits empathy when dealing with others.	4.9	4.0
13.3. Seeks feedback about his or his actions.	4.0	3.0
13.4. Understands the impact of his or her behavior on others.	3.1	2.0
<b>4. Communication</b>	<b>4.0</b>	<b>2.7</b>
4.1. Explains the reasons behind his/her decisions.	4.1	3.0
4.2. Can present the unvarnished truth in an appropriate manner.	4.1	2.0
4.3. Informs others of rationale behind organizational strategies.	3.9	3.0
<b>6. Courage</b>	<b>4.0</b>	<b>3.8</b>
6.1. Is willing to set aside his/her self-interest for the betterment of the org and others.	4.0	4.0
6.2. Acts decisively and swiftly when necessary.	3.9	4.0
6.3. Challenges assumptions when appropriate.	4.0	3.0
6.4. Deals effectively with negative behavior.	4.3	4.0
<b>2. Executive Presence</b>	<b>4.0</b>	<b>2.8</b>
2.1. Addresses large groups with confidence.	4.3	3.0
2.2. Is an effective public speaker.	3.9	2.0
2.3. Delivers information in a way that motivates others.	3.6	3.0
2.4. Is forthcoming in sharing his/her thoughts.	4.4	3.0
<b>9. Results Orientation</b>	<b>3.5</b>	<b>2.8</b>
9.1. Makes decisions in a timely manner.	3.8	3.0
9.2. Delivers the desired results.	3.5	3.0
9.3. Maintains steady progress on the most important priorities.	3.3	2.0
9.4. Holds others accountable for delivering results.	3.4	3.0

**\*Means do not include self ratings.**



## Advanced Leadership 360° Survey Results

### Some Perspective on the Results

Assessments are wonderful tools for gathering feedback—for some people, they may be the only opportunity they have to hear from others—but they also have limitations that need to be acknowledged in order to maintain a proper perspective on the results.

#### The True Value of Competency Assessments

Competency assessments are valuable tools for enabling individuals to see how others perceive their relative strengths and weaknesses, to receive some written feedback, and ultimately, to select one or two development goals to focus their attention on. The feedback from others also allows the recipient to see if s/he has an accurate self-assessment.

Interpreting this report is most effective when a coach works with the participant to sort through the information and use it to develop appropriate goals.

For the survey to be useful the person being rated needs to be open to making constructive use of the feedback. It cannot be over-emphasized that the end point of this process is the selection of one or two development goals for you to focus on. Reading your report through that lens will help you get the most out of it.

In some areas, the best course of action may be to identify the right people to provide needed skills to supplement your own, focusing your personal development in other areas. This is especially true of senior leaders.

#### The Limitations of Competency Assessments

An assessment report, by itself, cannot identify the most important things an individual should focus on. Other information, including your knowledge of yourself, performance comments from your boss, and the context of your work all provide useful input to goal setting. Individuals at different organizational levels with identical scores will likely need a different set of strengths to be successful. For example, senior directors need a different set of strengths than managers and the context in which the participant is working may require specific skills. Thus, what is reported as a weakness in the report may not be the most important thing to focus on.

Your report represents communication in one direction. For example, sometimes when you read a written comment in your report, you'd like to ask a question. This is not possible.

Responses may not be fully representative of your skills, responses are based on expectations of each respondent.

Despite all the aforementioned caveats, we have found that these reports provide valuable input.

#### Approach the Results with Openness and Appropriate Detachment

It's perfectly understandable that you might have some sort of a reaction to your results. However, we want you to remember that these are the responses from individuals who each see you through their respective lenses. This suggests that you view the individual responses with a bit of detachment. Don't obsess over individual data points and don't succumb to the temptation to try to associate a particular score with a specific individual. Doing either simply isn't helpful. Look for patterns or clusters that indicate areas to reflect on, whether they are highly rated competencies or areas that need improvement.

You may find it useful to think about reading and interpreting your report as a process rather than an event. There's a lot to absorb and most people find it necessary to sit with the report more than once in order to arrive at a balanced assessment. Again, it cannot be overemphasized that the end point of this process is the selection of one or two development goals for you to focus on. Reading your report through that lens will help you get the most out of it.



## Advanced Leadership 360° Survey Results

### Interpreting and Processing the Results

We recommend that you process your report in stages. First read through the entire report and put it aside for a day or two. Then carefully read through the report and process the results. This will take several hours and is best done in one sitting.

There are specific steps you can take to process the results.

Pages 5 charts the thirteen competencies, sorted by mean.

Pages 6 and 7 list all the skill questions grouped by competency, sorted by competency mean. The score you gave yourself is presented for comparison. As you scan down this page, you'll want to take note of the following:

- Skills with higher reviewer scores, indicating perceived higher skill levels
- Skills with lower scores, indicating possible opportunities for improvement
- Self-ratings consistent with your reviewers' scores, suggesting validation of your self-ratings
- Self-ratings significantly lower than reviewers' scores, suggesting that you may not have recognized a strength perceived by your reviewers
- Self-ratings significantly higher than reviewers' scores, suggesting that you perceive your capability in that skill is perhaps higher than it actually is.

Pages 8 through 21 provide additional more detailed numerical scoring information for each skill and for the skills grouped into competency collections. Here, you will see how the individuals who provided your feedback rated you by skill. You should pay attention to how you scored yourself as compared to the scores of your manager, your direct reports, and your peers. In particular, note instances where a group of reviewers (e.g., your peers) saw you significantly differently than other reviewers or how you see yourself. (As you review these scores, don't succumb to the temptation to try to associate a particular score—other than your manager's—with a specific individual. You cannot do it with any certainty, and it simply isn't helpful. You'll find it useful to make notes on your observations as you review the data.

The final section of the report, starting on page 22, contains the responses to three text questions asking respondents to identify:

- Two or three strengths you have
- Two or three improvement opportunities for you
- Two specific things you could do to improve your leadership ability

As you review these comments, connect them back to the related skills and competency clusters. You may find it helpful to transfer some of the comments to the competency pages (pages 8-21) where they apply to provide a handy reference as you review all of the information on a particular skill. Do not be surprised if you find both positive and negative comments for the same skill or competency. After all, these are comments from different individuals who likely have somewhat different perceptions of your skills. Given the breadth of a specific comment, you may find that it applies, at least in part, to multiple competency clusters.

Finally, the last page of the report provides you with an opportunity to summarize your reactions and observations. On this page, the ultimate task is to identify one or two specific self-improvement goals to work on. For example, you might identify a strong skill and set a goal to become even better in this area. Alternatively, you might identify an area in which your ratings— either self or respondent or both— suggest that you need to do some work. However, the feedback report is only one source of input for setting your goals. Your knowledge of yourself, performance comments from your manager, the context of your work, etc., all provide additional input to weigh when goal setting. It needs to be said that no-one can be all things to all people. As noted earlier, in some areas, the best course of action may be to identify the right people to provide needed skills to supplement your own, focusing your personal development in other areas. This is especially true of senior leaders.



## Advanced Leadership 360° Survey Results

### Introduction

One important leadership capability is self-awareness. The only way to fully understand how your behavior affects others is to gather feedback. The following report is primarily offered to you as data. Its purpose is to help you think about how others perceive your strengths and opportunities for improvement, enhancing your self-knowledge in a way that will help you to become increasingly effective in the months ahead.

### Types of Questions

The survey included two types of questions:

- 1 Skill Questions: These questions asked about specific skills, e.g., "Listens attentively." Each skill question is related to a specific competency. The relationship of a given skill question to a competency was not identified in the survey. We have grouped skill questions by competency and presented them together in "Competency Collections" in this report.
- 2 Text Questions: These are open-ended questions where respondents were asked to provide written feedback.

### Who Responded

In addition to your own responses, this report includes the following number of responses from various individuals and/or groups:

Cohort	Responses
Primary Manager	1
Other Manager	
Direct Reports	
Peers/Colleagues	8

*Please note that, throughout this report, averages DO NOT include self-ratings.*

### The Sections of the Report

Chart of All Competencies Sorted by Mean  
 Results for All Skill Questions Sorted by Competency by Mean  
 Sample Competency Collection Page with Explanation  
 Competency Collections—Distribution Charts for Skill Questions Grouped by Competency  
 Text Responses

# Appendix B

UMD TECHNOLOGY USER SURVEY RESULTS SPRING 2015

## Survey Questionnaire

"SPRING 2015 UMD ITSS AND COLLEGIATE TECHNOLOGY SURVEY"

*for University of Minnesota-Duluth*

## Connectivity and Access

*Tell us about your ability to access technology services through the Internet*

- 1) Having an Internet service that operates reliably.
- 2) Having an Internet service that provides adequate capacity or speed.
- 3) Having an Internet service that provides adequate Wi-Fi coverage.
- 4) Having adequate cellular (or mobile) coverage throughout campus.

## Technology and Collaboration Services

*Tell us about the quality of Web sites, online services, and technologies for collaboration*

- 5) Having Web sites and online services that are easy to use.
- 6) Having online services that enhance the teaching and learning experience.
- 7) Having technology services that allow me to collaborate effectively with others.
- 8) Having systems that provide timely access to data that informs decision-making.
- 9) The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.

## Support and Training

*Tell us about your experiences with those supporting your use of technology services*

- 10) Getting timely resolution of technology problems that I am experiencing.

- 11) Technology support staff who have the knowledge to answer my questions.
- 12) Receiving communications regarding technology services that I can understand.
- 13) Getting access to training or other self-help information that increases my effectiveness with technology.

### **Other Important Information Technology Services**

*Assesses other important IT service outcomes on campus*

- 14) Understanding clearly where to go or who to contact for technology support in my classroom, office or lab. (whether it should be from ITSS or my collegiate or work unit). *Self-reported faculty, students, staff, not declared only.*
- 15) Being apprised about technology policy decisions that have an impact on teaching, learning, research or doing my job. *Self-reported faculty, students, staff, not declared only.*
- 16) Having influence and being included in technology policy decisions that have an impact on teaching, learning, research or doing my job. *Self-reported faculty, students, staff, not declared only.*
- 17) Having an adequate computer and accessories provided by my college or unit that are replaced / updated on a planned life-cycle. *Self-reported faculty, staff, not declared only.*
- 18) Having resources and support for developing, designing and implementing online courses. *Self-reported faculty, staff, not declared only.*
- 19) Having the ability to work across academic collegiate and administrative units on projects that depend upon common-good services and resources (i.e. multimedia development, posters, website development - Drupal, tech for presentations and events, research data storage / sharing, etc.) *Self-reported faculty, students, staff, not declared only.*

### **Additional Questions**

*Below are the additional questions for this survey*

- 20) I am primarily associated with the following UMD College, School or Unit (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*
  - a) College of Liberal Arts
  - b) School of Fine Arts
  - c) College of Education and Human Service Professions
  - d) Labovitz School of Business and Economics
  - e) Swenson College of Science and Engineering
  - f) Medical School or College of Pharmacy
  - g) Graduate School or Continuing Education

- h) Campus Administration or other support operations (i.e. VCAA, Facilities Management, library, student life, ITSS)
- 21) I have been a student, worked or taught at UMD (or any combination) for the following number of years: (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*
- a) Less than 1 year
  - b) From 1 to 2 years
  - c) From 3 to 4 years
  - d) From 5 to 8 years
  - e) From 8 to 12 years
  - f) From 12 to 20 years
  - g) More than 20 years
- 22) The current level of funding for information technology and services at UMD in general is: (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*
- a) Below the required level
  - b) At an appropriate level
  - c) Above the required level
  - d) I do not have enough information to answer
- 23) The current level of funding for information technology and services in my collegiate or work unit is: (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*
- a) Below the required level
  - b) At an appropriate level
  - c) Above the required level
  - d) I do not have enough information to answer
- 24) In my day-to-day studies or work, I have access to the following mobile computing devices: (Multiple Answer Question) *Self-reported faculty, students, staff, not declared only.*
- a) Laptop (i.e. conventional laptop, MacBook, Windows, etc.)
  - b) Tablet (i.e. Android, iPad, other than a smartphone)
  - c) Laptop/Tablet hybrid (i.e. touch screen, detachable or reversible keyboard, etc.)
  - d) Smartphone (i.e. Android, iPhone, Blackberry, Windows, etc.)
  - e) Chromebook (i.e. Google laptop, touchscreen, or hybrid from any manufacturer)

f) Other mobile device

25) I would like there to be more information technology resources available for the following: (Open-ended Question) *Self-reported faculty, students, staff, not declared only.*

**Survey Results and Analysis**

**Total Population / Respondents**

Population Size (N)	Respondents (n)	Respondents (n) %	# Attempted	# Complete	Completion Rate
0	0	0%	721	360	50%

**Attribute: University Role (self-reported)**

Note: CLA specific break-out for survey participants is:

**Attribute: Sex (self-reported)**

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	125	19	15%
Female	0	0	0%	346	189	54%
Male	0	0	0%	250	152	60%
<b>Totals:</b>	0	0>	0%	721	360	49%

Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % =  $n/N \times 100$ ; # Attempted = # Attempted Surveys; # Complete = # Complete Surveys; Resp Rate = # Attempted/n

**Attribute: Age Group (self-reported)**

	Pop (N)	Resp (n)	Resp (n) %	# Attempted	# Complete	Comp. Rate
Not Declared	0	0	0%	173	42	24%
0-24	0	0	0%	300	146	48%

					<b>CLA Technology Program</b>	
25-34	0	0	0%	68	43	63%
35-44	0	0	0%	55	37	67%
45-54	0	0	0%	53	38	71%
55 & ABOVE	0	0	0%	72	54	75%
<b>Totals:</b>	0	0>	0%	721	360	49%

*Legend: Pop (N) = Total Population; Resp (n) = Sample Size; Resp (n) % = n/N x 100; # Attempted = # Attempted Surveys; # Complete = # Complete Surveys; Resp Rate = # Attempted/n*

#### KEY FINDINGS OF SURVEY

These are the findings that best indicate areas where improvements can be made in either delivering services that better align with user needs and expectations, or improvement of communications where services are being delivered at measurably higher levels than are perceived by the clients.

See detailed analysis of these results under the Zone section below.

#### **Negative Perceptions (Adequacy Gap Score < 0)**

Having an Internet service that provides adequate Wi-Fi coverage.

*Adequacy Gap Score = -0.22; N = 339; P = 0.04*

Having Web sites and online services that are easy to use.

*Adequacy Gap Score = -0.37; N = 348; P = 0.00*

Getting timely resolution of technology problems that I am experiencing.

*Adequacy Gap Score = -0.31; N = 329; P = 0.01*

Having an adequate computer and accessories provided by my college or unit that are replaced / updated on a planned life-cycle.

*Adequacy Gap Score = -0.86; N = 167; P = 0.00*

Understanding clearly where to go or who to contact for technology support in my classroom, office or lab.

(whether it should be from ITSS or my collegiate or work unit).

*Adequacy Gap Score = -0.23; N = 322; P = 0.04*

Being apprised about technology policy decisions that have an impact on teaching, learning, research or doing my job.

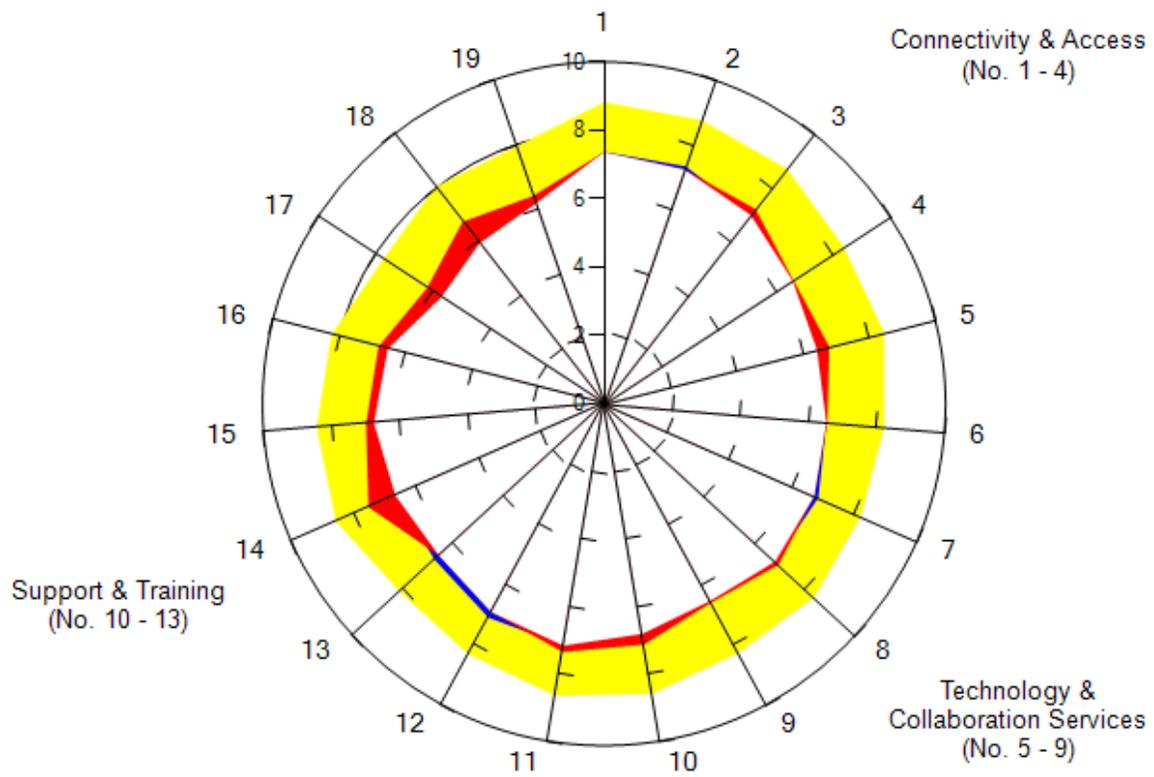
*Adequacy Gap Score = -0.29; N = 306; P = 0.02*

Having influence and being included in technology policy decisions that have an impact on teaching, learning, research or doing my job.

*Adequacy Gap Score = -0.50; N = 286; P = 0.00*

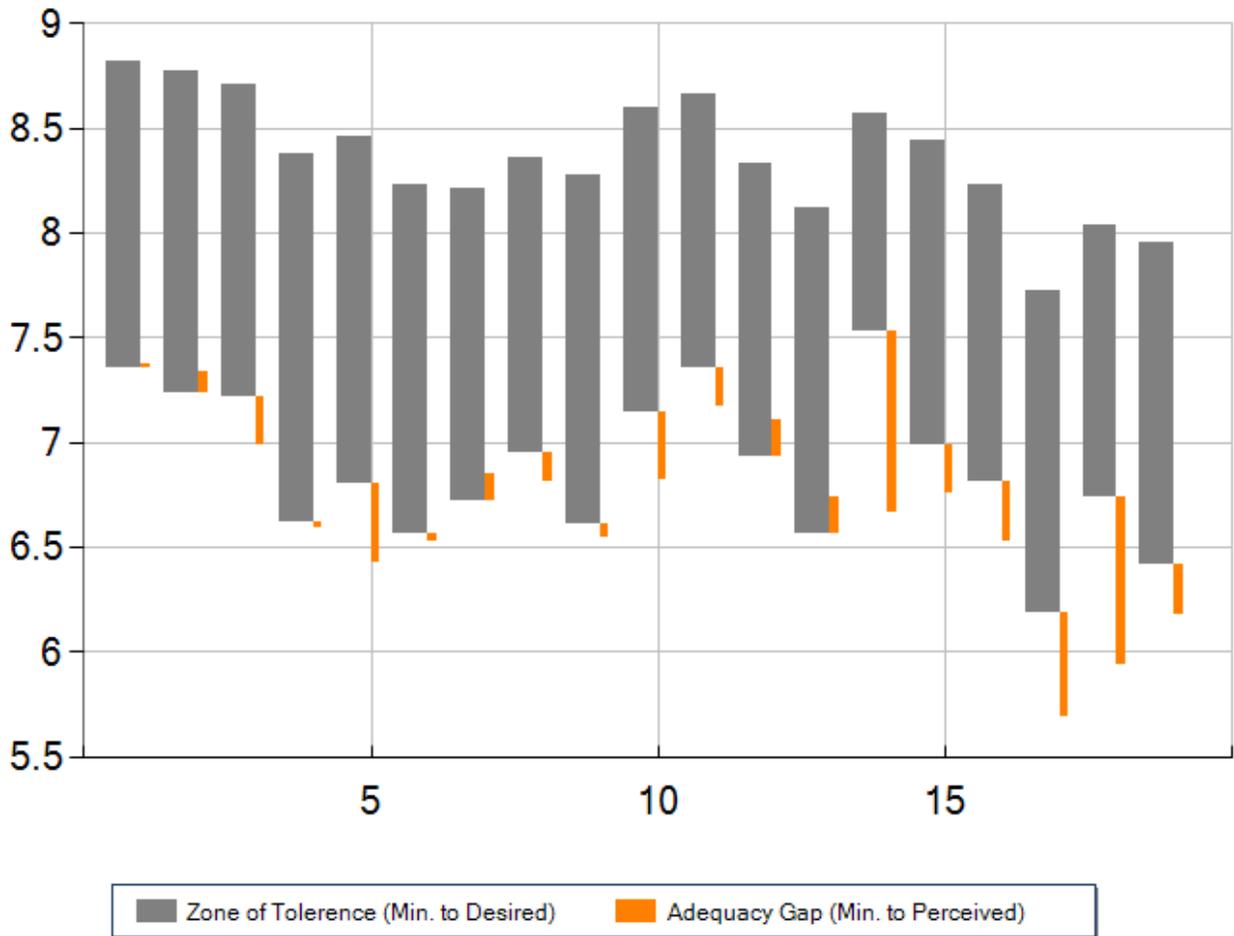
Having resources and support for developing, designing and implementing online courses.

*Adequacy Gap Score = -0.80; N = 89; P = 0.00*



ZONE OF TOLERANCE RESULTS

Zone results for gap between 'perceived adequacy' of service and 'service delivery' - **Red** indicates higher gaps that should be investigated and addressed through stakeholder engagement. Verification of perceived service delivery vs. measured service delivery is recommended.



### Connectivity and Access

Tell us about your ability to access technology services through the Internet

#	Item	Min	Des	Per	Ade	Sup	N	P
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1	Having an Internet service that operates reliably.	Mea	7.36	8.82	7.37	0.01	-	354	0.93
		n					1.45		
2	Having an Internet service that provides adequate capacity or speed.	Dev	1.43	0.54	1.63	1.73	1.57	347	0.30
		Mea	7.24	8.77	7.34	0.10	-		
3	Having an Internet service that provides adequate Wi-Fi coverage.	n					1.42	339	0.04
		Dev	1.46	0.63	1.64	1.82	1.58		
4	Having adequate cellular (or mobile) coverage throughout campus.	Mea	7.22	8.71	6.99	-	-	330	0.79
		n				0.22	1.71		
5	Having Web sites and online services that are easy to use.	Dev	1.49	0.68	1.75	2.02	1.80	348	0.00
		Mea	6.62	8.38	6.59	-	-		
6	Having adequate cellular (or mobile) coverage throughout campus.	n				0.03	1.79	330	0.79
		Dev	1.83	1.12	1.89	2.28	2.11		

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); N = Number of Observations; P = P value for H<sub>0</sub>: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired;

## Technology and Collaboration Services

Tell us about the quality of Web sites, online services, and technologies for collaboration

#	Item	Min	Des	Per	Adeq	Supr	N	P	
5	Having Web sites and online services that are easy to use.	Mea	6.80	8.46	6.43	-	-	348	0.00
		n				0.37	2.03		
6	Having adequate cellular (or mobile) coverage throughout campus.	Dev	1.53	0.89	1.65	2.04	1.75	348	0.00
		Mea	6.62	8.38	6.59	-	-		

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6	Having online services that enhance the teaching and learning experience.	Mea	6.56	8.23	6.53	-	-	291	0.75
		n				0.04	1.70		
		Dev	1.66	1.10	1.51	2.03	1.69		
7	Having technology services that allow me to collaborate effectively with others.	Mea	6.72	8.21	6.85	0.13	-	335	0.22
		n					1.36		
		Dev	1.68	1.25	1.67	1.87	1.63		
8	Having systems that provide timely access to data that informs decision-making.	Mea	6.95	8.36	6.81	-	-	315	0.19
		n				0.14	1.55		
		Dev	1.43	0.97	1.55	1.93	1.72		
9	The availability of classrooms or meeting spaces with technology that enhances the teaching and learning experience.	Mea	6.61	8.28	6.55	-	-	295	0.65
		n				0.06	1.73		
		Dev	1.78	1.12	1.68	2.40	1.95		

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); N = Number of Observations; P = P value for H<sub>0</sub>: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired;

## Support and Training

Tell us about your experiences with those supporting your use of technology services

#	Item	Min	Des	Per	Adeq	Supr	N	P	
10	Getting timely resolution of technology problems that I am experiencing.	Mea	7.14	8.60	6.82	-	-	329	0.01
		n				0.31	1.77		
		Dev	1.50	0.81	1.82	2.07	1.81		
11	Technology support staff who have the knowledge to	Mea	7.36	8.66	7.17	-	-	327	0.0

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1	answer my questions.	n				0.19	1.49		8
		Dev	1.45	0.68	1.71	1.99	1.69		
1	Receiving communications regarding technology	Mea	6.93	8.33	7.11	0.17	-		
2	services that I can understand.	n					1.22	326	0.1
		Dev	1.72	1.11	1.54	2.00	1.54		2
1	Getting access to training or other self-help	Mea	6.56	8.12	6.74	0.18	-		
3	information that increases my effectiveness with	n					1.37	313	0.1
	technology.	Dev	1.81	1.22	1.67	2.13	1.82		4

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); N = Number of Observations; P = P value for H<sub>0</sub>: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired;

## Other Important Information Technology Services

Assesses other important IT service outcomes on campus

#	Item		Min	Des	Per	Adeq	Supr	N	P
1	Having an adequate computer and accessories	Mea				-	-		
4	provided by my college or unit that are replaced /	n	7.53	8.57	6.67	0.86	1.90	167	0.0
	updated on a planned life-cycle. <i>Self-reported faculty, staff, not declared only.</i>	Dev	1.62	0.99	2.20	2.34	2.22		0
1	Understanding clearly where to go or who to contact	Mea	6.99	8.44	6.76	-	-		
5	for technology support in my classroom, office or lab.	n				0.23	1.68	322	0.0
	(whether it should be from ITSS or my collegiate or								4
	work unit). <i>Self-reported faculty, students, staff, not</i>	Dev	1.64	0.97	1.79	1.97	1.77		
	<i>declared only.</i>								

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1 6	Being apprised about technology policy decisions that have an impact on teaching, learning, research or doing my job. <i>Self-reported faculty, students, staff, not declared only.</i>	Mea	6.81	8.23	6.53	-	-	306	0.0 2
		n				0.29	1.70		
		Dev	1.75	1.15	1.79	2.11	1.86		
1 7	Having influence and being included in technology policy decisions that have an impact on teaching, learning, research or doing my job. <i>Self-reported faculty, students, staff, not declared only.</i>	Mea	6.19	7.72	5.69	-	-	286	0.0 0
		n				0.50	2.03		
		Dev	1.97	1.48	2.15	2.47	2.24		
1 8	Having resources and support for developing, designing and implementing online courses. <i>Self-reported faculty, staff, not declared only.</i>	Mea	6.74	8.04	5.94	-	-	89	0.0 0
		n				0.80	2.10		
		Dev	1.95	1.51	2.09	2.30	2.16		
1 9	Having the ability to work across academic collegiate and administrative units on projects that depend upon common-good services and resources (i.e. multimedia development, posters, website development -- Drupal, tech for presentations and events, research data storage / sharing, etc.) <i>Self-reported faculty, students, staff, not declared only.</i>	Mea	6.42	7.95	6.18	-	-	245	0.0 9
		n				0.24	1.77		
		Dev	1.90	1.44	1.89	2.20	2.00		

Legend: Min = Minimum Level of Service; Des = Desired Level of Service; Per = Perceived Service Quality; Adeq = Adequacy Gap Score (perceived - minimum); Supr = Superiority Gap Score (perceived - desired); N = Number of Observations; P = P value for H<sub>0</sub>: Adequacy Gap Score = 0; Mean = Statistical Mean; Dev = Standard Deviation; Red Color = Perceived < Minimum; Green Color = Perceived > Desired;

**Additional Survey Results (demographic and topical open questions)**

I am primarily associated with the following UMD College, School or Unit (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*

a) College of Liberal Arts	57	15 %
b) School of Fine Arts	16	4 %
c) College of Education and Human Service Professions	54	15 %
d) Labovitz School of Business and Economics	33	9 %
e) Swenson College of Science and Engineering	95	26 %
f) Medical School or College of Pharmacy	13	3 %
g) Graduate School or Continuing Education	5	1 %
h) Campus Administration or other support operations (i.e. VCAA, Facilities Management, library, student life, ITSS)	69	19 %

I have been a student, worked or taught at UMD (or any combination) for the following number of years: (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*

a) Less than 1 year	38	10 %
b) From 1 to 2 years	68	18 %
c) From 3 to 4 years	86	23 %
d) From 5 to 8 years	43	11 %

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e) From 8 to 12 years	28	7 %
f) From 12 to 20 years	30	8 %
g) More than 20 years	52	14 %

The current level of funding for information technology and services at UMD in general is: (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*

a) Below the required level	73	20 %
b) At an appropriate level	91	25 %
c) Above the required level	16	4 %
d) I do not have enough information to answer	163	45 %

The current level of funding for information technology and services in my collegiate or work unit is: (Multiple Choice Question) *Self-reported faculty, students, staff, not declared only.*

a) Below the required level	86	23 %
b) At an appropriate level	89	24 %
c) Above the required level	12	3 %
d) I do not have enough information to answer	157	43 %

In my day-to-day studies or work, I have access to the following mobile computing devices: (Multiple Answer Question) *Self-reported faculty, students, staff, not declared only.*

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a) Laptop (i.e. conventional laptop, MacBook, Windows, etc.)	291	80 %
b) Tablet (i.e. Android, iPad, other than a smartphone)	100	27 %
c) Laptop/Tablet hybrid (i.e. touch screen, detachable or reversible keyboard, etc.)	35	9 %
d) Smartphone (i.e. Android, iPhone, Blackberry, Windows, etc.)	255	70 %
e) Chromebook (i.e. Google laptop, touchscreen, or hybrid from any manufacturer)	12	3 %
f) Other mobile device	9	2 %

# APPENDIX C

## “Whom and When to Call” Support Document

### Whom and When to Call for CLA Tech Support

This is a document to help determine the most effective way in which to get support for technology and academic service related issues in the College of Liberal Arts at UMD. The categories below are arranged according to type of issue and severity or impact.

Please note that when you contact ITSS, CLA tech staff immediately receive a notice and details about your help desk call or email.

#### Contacts:

ITSS: General Help Desk (218) 726 <u>8847</u> Email: <a href="mailto:helpdesk@d.umn.edu">helpdesk@d.umn.edu</a>	Classroom Support (218) 726 <u>6222</u>
CLA Tech: Peter Angelos (218) 726 <u>7350</u> Email: General Support and Web Development <a href="mailto:clawds@d.umn.edu">clawds@d.umn.edu</a> Angelos <a href="mailto:pangelos@d.umn.edu">pangelos@d.umn.edu</a>	Dan Lackore (218) 726 <u>8359</u> Lackore <a href="mailto:dlackore@d.umn.edu">dlackore@d.umn.edu</a>
Facilities: <a href="#">Web link</a> Daytime (218) 726 <u>8262</u>	Night (218) 726 <u>8147</u>
Police <u>911</u>	E-report for non-emergency <a href="https://peak.d.umn.edu/police_e-report/">https://peak.d.umn.edu/police_e-report/</a>

#### 1. Safety

Electrical issue: exposed wires, unusual odors, unusually hot equipment  
 Contact: ITSS, CLA Tech, Facilities (any of these)  
 Emergency: **Call 911** (Smoke, fire, shock risk)

#### 2. Security

- a. Virus / Malware infection, phishing threat, password exposure
- b. Contact ITSS, & CLA Tech

#### 3. Theft / Loss of university equipment

- a. Contact: Police (file a report) & Department Head & Peter Angelos

#### 4. Classroom Support

- a. Priority (while teaching, classroom issues) ITSS (218) 726 6222
- b. When not in class: Equipment failure, passwords, network & printer connectivity issues  
Contact: ITSS help desk (x8847)
- c. Communications Dept. Speech Recording Carts CLA Tech x8359 or x7350

#### 5. On-line / Educational and Classroom Technology

- a. ITSS [Classroom Technology website](#)

- b. ITSS [Academic Technology for faculty and staff website](#)
- c. [Moodle Support](#) (612) 301-4357, CLA Tech, or ITSS help desk (x8847)
- d. [Web Conferencing Resources](#) ([Hangouts](#) +[On Air](#) / [WebEx](#), former [UMConnect](#))
- e. Schedule meeting with Academic Technologists [et-itss@d.umn.edu](mailto:et-itss@d.umn.edu)
- f. Review the [Educational Technology Support Model](#)
- g. Schedule a meeting with Peter Angelos or Dan Lackore

## 6. Research and Service Support

- a. Contact: CLA Tech
- b. Schedule meeting with Academic Technologists [et-itss@d.umn.edu](mailto:et-itss@d.umn.edu)
- c. Contact ITSS help desk (x8847) and start a support ticket

## 7. Routine service

- a. Issues with computer, printer, display, etc. Contact: ITSS (x8847)
- b. Change telephone, set up printer, networking Contact: ITSS (x8847)
- c. Copier service: Contact vendor directly & CLA Tech (info sheet near copier)

## 8. Tech and setup for Current Employees

- a. Original equipment purchase for tenure-track faculty Contact: Peter Angelos (x7350)
- b. Original equipment for new non-regular and staff hires Contact: CLA Tech
- c. Assistance with telephone, networking, printing setup Contact: ITSS, CLA Tech
- d. Life-Cycle replacement of equipment, incidental purchases, replacement of peripherals (printer, keyboard, mouse, Display, etc.): Contact: CLA Tech

## 9. Special projects, software, renovation, initiatives for teaching, research & outreach

- a. < \$3000 apply to the [Technology Grant Program](#) for review by the Tech Committee
- b. major and recurring projects: write a proposal to Angelos and the Dean before the April budget planning cycle to be included in the upcoming budget

## 10. Disposal of equipment and materials pickup

- a. Contact: CLA tech for individual or scheduled office and departmental pickups
- b. UMN uses environmentally sustainable recycling and reclamation practices.
- c. UMN contracts with a [third-party vendor](#).

