



2005-2008 STRATEGIC PLAN

February 2005

UNC TEACHING AND LEARNING WITH TECHNOLOGY COLLABORATIVE



Division of Information Resources

The University of North Carolina

910 Raleigh Road

Chapel Hill, NC 27514

(919) 843-4538

www.uncilt.org

Message from the Chair
UNC Teaching and Learning with Technology Collaborative

February 2005

Dear Colleague:

The Teaching and Learning with Technology Collaborative Planning and Assessment Committee is pleased to present the 2005-2008 Strategic Plan, which was approved in February 2005 by the UNC Teaching and Learning with Technology Collaborative (TLTC) Board and Robyn R. Render, UNC Vice President for Information Resources and CIO.

Development of the 2005-2008 Strategic Plan re-affirms the TLTC's ongoing commitment to strategic planning and assessment efforts. The plan builds on the progress and momentum created by implementing the TLTC's first strategic plan, adopted in November 2002. That plan has served as a reliable, trustworthy guide.

The 2005-2008 Strategic Plan further defines the organization's key strategic issues and reaffirms its strategic directions and goals, while remaining faithful to the original mission and vision. Using the plan as its roadmap, the TLTC staff and Board will continue to focus expertise and resources on accomplishing clearly defined goals that address five strategic directions:

1. Promote a strong focus on learning as the center of all TLT efforts.
2. Advocate for the effective use of technology in teaching and learning.
3. Facilitate collaboration at many levels to address TLT issues.
4. Develop the TLTC's role as a leader and transformational agent with respect to the use of technology in teaching and learning.
5. Assess the effectiveness of TLTC activities and projects.

The TLTC vision statement asserts that the organization "will advance collaborative processes that empower teachers, learners, providers of instructional support, and decision makers to make best possible use of technology in promoting learning." We invite you to join us as we share that vision throughout all levels of our University. Thank you for your continuing interest in UNC information technology initiatives.



Sharon Pitt
TLTC Board Chair
N.C. State University

Strategic Planning Participants, Fall 2004
UNC Teaching and Learning with Technology Collaborative

2004-2005 TLTC Board Members

Appalachian State University (ASU)

Steven J. Breiner, Assoc. Director, IT Services (Chair, Planning & Assessment Committee)

East Carolina University (ECU)

Christine Weaver, Lead Instructional Technology Consultant

Elizabeth City State University (ECSU)

Kimberley Stevenson, Director, Virtual College/Distance Education

Fayetteville State University (FSU)

John Brooks, Director, University College

North Carolina A&T State University (NC A&T)

Scott Simkins, Interim Director, Academy for Teaching and Learning; Assoc. Prof. Economics

North Carolina Central University (NCCU)

Brenda Shaw, Director, Center for University Teaching and Learning (Vice-Chair TLTC Board)

North Carolina School of the Arts (NCSA)

Jill Lane, Instructor, Mathematics

Susan Keely, Reference and Bibliographic Instruction Librarian

North Carolina State University (NCSU)

Sharon Pitt, Associate Vice Provost (Chair TLTC Board)

University of North Carolina at Asheville (UNCA)

John Myers, Instructional Technology Specialist

University of North Carolina at Chapel Hill (UNC-CH)

Kathy Thomas, Manager, Center for Instructional Technology (Secretary TLTC Board)

University of North Carolina at Charlotte (UNCC)

Sallie Ives, Director, Faculty Center for Teaching (Planning & Assessment Committee)

University of North Carolina at Greensboro (UNCG)

Ray Purdom, Director, Teaching and Learning Center

University of North Carolina at Pembroke (UNCP)

Maurice C. Mitchell, Assoc. Vice Chancellor for Information Resources & CIO

University of North Carolina at Wilmington (UNCW)

Beverly Vagnerini, Director of Client Services (Planning & Assessment Committee)

Western Carolina University (WCU)

Robert Orr, Associate CIO

Winston-Salem State University (WSSU)

Forrest McFeeters, Interim Director, CITTLE

(proxy for Dr. Glen A. Holmes, Assoc. Provost for Information Resources/CIO)

2004-2005 Ex-officio Board Members (Allied Organization Representatives)

UNC Division of Information Resources (IR)

Robyn Render, Vice President for Information Resources and Chief Information Officer

University of North Carolina

JoAnn Pearson, Executive Director for the Shared Services Alliance University of North

UNC Division of Academic Affairs (AA)

Betsy Brown, Associate Vice President for Academic Affairs

UNC University Libraries Advisory Committee (ULAC)

Carroll Varner, Library Director, ECU

UNC Faculty Assembly (FA)

Yogendra P. Kakad, Associate Chair, Department of Electrical and Computer Engineering

UNC Charlotte (Chair, FA Technology Committee)

2004-2005 TLTC Staff

Frank T. Prochaska, Executive Director

Hilarie Nickerson, Program Coordinator

Laura N. Rogers, Program Coordinator

Andrea Eastman-Mullins, Information and Technology Coordinator

Steven Hopper, Information and Technology Coordinator

Table of Contents

I. Introduction.....	1
II. Statement of Mission and Vision.....	2
III. Organization Profile.....	3
IV. Strategic Issues.....	5
V. Strategic Directions and Goals.....	11
VI. Conclusion	15

I. Introduction

The University of North Carolina Teaching and Learning with Technology Collaborative (TLTC) is a consortial organization that provides vision and shared resources in support of teaching and learning with technology programs and initiatives on the sixteen UNC campuses. The TLTC was created by the President of the University of North Carolina in January 2000 as recommended in the UNC Information Technology Strategy Project and in response to interest from campuses.

The TLTC is funded as part of the UNC Information Technology appropriation (continuing funds) included in the 1999/2000 Appropriations Bill (HB 168). The TLTC is governed through a collaborative arrangement between the UNC Vice President for Information Resources and the TLTC Board, which includes a member from each of the sixteen campuses and ex-officio members from allied UNC organizations.

The TLTC is committed to learning-centered* approaches that unite the collective interests and goals of the sixteen campuses in ways that nurture excellence in existing practice, while serving as a leader and catalyst for innovation in the effective application of technology for teaching and learning. Through its projects and initiatives, the TLTC actively explores collaborative opportunities and assists in identifying and implementing effective practices, common services, and shared resources.

Development of the 2005-2008 Strategic Plan re-affirms the TLTC's ongoing commitment to strategic planning and assessment efforts. The TLTC's Planning and Assessment Committee has examined each of the seven issues and five directions included in the 2002-2005 Strategic Plan through analysis of the TLTC's progress toward intended outcomes in each, including evaluation of activities and feedback from participants.

The seven strategic issues identified in 2002 continue to affect TLTC efforts and provide context for decisions governing TLTC work. Concomitantly, the five strategic directions identified as the key areas of work in 2002 aptly describe the TLTC's continued direction toward its goal of impacting UNC's effective use of technology in teaching and learning. As in the previous plan, each strategic direction includes a list of goals and indicators of success to clarify expectations for its implementation. The goals and indicators of success for each direction have been modified to reflect TLTC's progress in each of these strategic directions.

The TLTC Board and the UNC Vice President for Information Resources and CIO approved the 2005-2008 Strategic Plan in February 2005. The TLTC staff will use the plan to construct annual operating plans to guide TLTC work for each of the three years. Annual plans will be approved by the TLTC Board and the UNC Vice President for Information Resources and CIO. The TLTC staff will provide administrative oversight for successful implementation and issue annual progress reports.

**The term learning-centered refers to educational approaches focused on learning as the primary indicator of success. The TLTC chose this term over comparative terms such as learner-centered or teacher-centered in order to represent a focus on learning process.*

II. Statement of Mission and Vision

Mission statement

The TLTC facilitates collaborative support of opportunities in teaching and learning with technology and focuses on the importance of learning-centered approaches. In meeting this mission, the TLTC:

- Recognizes that students are at the heart of what we do.
- Unites the collective interests and goals of the sixteen campuses.
- Promotes excellence in the effective application of technology for teaching and learning.
- Actively explores collaborative opportunities in each project.
- Assists in identifying and implementing effective practices, common services, and shared resources.
- Values the role of technology as a means to accomplish academic objectives.
- Values the role of collaboration as a means to promote effective use of technology in teaching and learning.

Vision statement

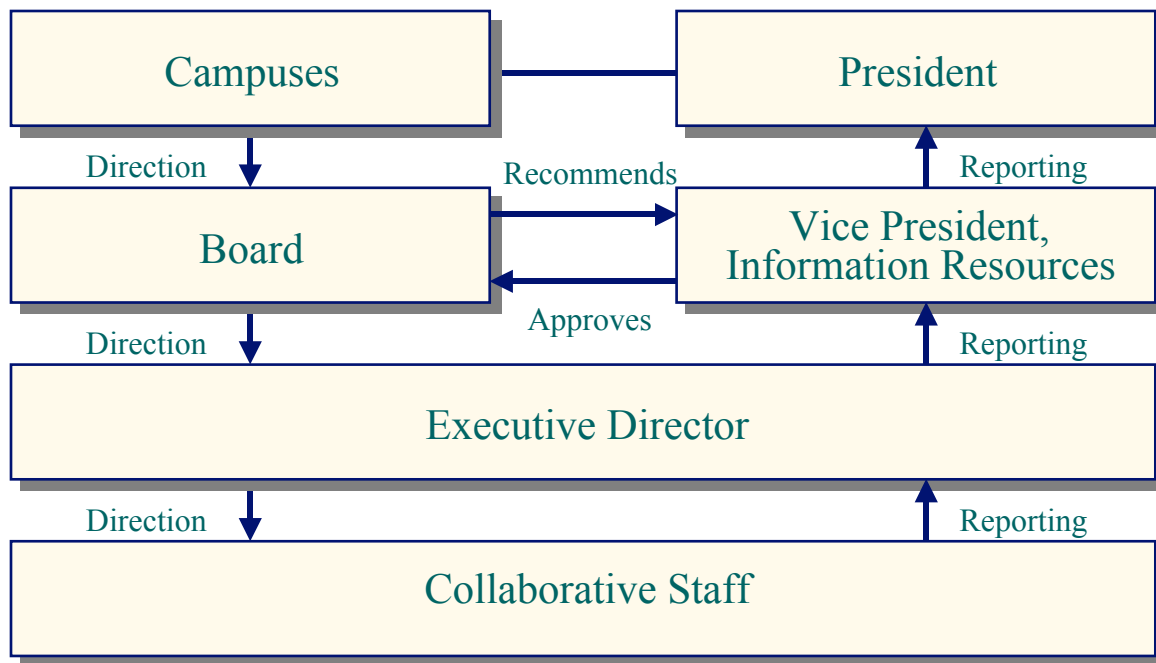
The TLTC will advance collaborative processes that empower teachers, learners, providers of instructional support, and decision makers to make best possible use of technology in promoting learning. To promote that vision, the TLTC:

- Recognizes that the diversity of stakeholders involved in TLTC activities provides important perspective and insight.
- Seeks to establish unity of purpose and clarity of practice in TLT issues.
- Promotes thoughtful efforts to navigate and guide changes in technology as they impact the teaching-learning process.
- Seeks to foster collaboration that builds communities of effective practice.
- Promotes efforts that engender optimism, excitement, positive thinking, and success in using technology to promote learning.
- Seeks to build bridges that connect ideas and stakeholders as we move from current to future solutions.
- Is committed to the creative bridge-building needed to reach the future we envision.

III. Organization Profile

The UNC Information Technology Strategy (ITS) Project initiated in 1998 included a task force on Campus Teaching and Learning with Technology that recommended, among other things, creation of “a TLT Collaborative organization (with all campuses welcome to join) to facilitate development, exchange and storage of system-wide TLT knowledge.” In the summer of 1999 the North Carolina legislature approved funding to support the recommendations of the ITS project, including the formation of the TLT Collaborative.

The TLTC was established in March 2000 as a program under the UNC Office of the President within the Division of Information Resources, reporting to the Vice President for Information Resources and CIO and supervised by a TLTC Board representing the campuses. As the proposal for the TLTC evolved, several governing structures were considered. The structure shown below was selected in order to promote collaboration among a diverse group of campuses and individuals as well as among various offices within the UNC Office of the President.



The TLTC was established to enable campuses to do more together. With the overarching goal of encouraging effective teaching and learning, the TLTC facilitates knowledge sharing and resource building across all 16 campuses. The TLTC Board, comprised of one representative from each campus, repeatedly endorses two key ways in which the TLTC can be most helpful: promoting and facilitating information exchange among campuses, and initiating TLT activities that the campuses are not able to do on their own. TLTC programs and projects are designed to meet these two criteria. For example, the TLTC implemented and/or coordinates the following professional development programs and activities within UNC:

- ♦ An annual UNC TLT Conference (<http://conference.unctl.org/>) allows faculty and staff members to share best practices and discuss cutting edge issues. Attendance has been increasing at an average annual rate of 22% each year; approximately 400 UNC participants are anticipated to attend the March 2005 event.

- ◆ The UNC Professional Development Portal (<http://www.unctlt.org/pdp/home.cfm>) provides online access to more than 2,500 professional development resources for UNC faculty, librarians, staff, and administrators.
- ◆ UNC, through the TLTC, has maintained its institutional partnership in MERLOT (Multimedia Educational Resource for Learning and Online Teaching, <http://www.merlot.org/>) for five years. This year the TLTC is sponsoring a series of regional workshops throughout UNC to promote increased faculty use of the MERLOT resources.
- ◆ Nine TLT Interest Groups (<http://www.unctlt.org/tlt/groups/groups.cfm>) serve as communities of practice in which UNC faculty and staff members build and share professional development resources and engage in collaborative activities.
- ◆ The TLTC compiles and publishes online compendia of training modules (<http://www.unctlt.org/training/>) and effective TLT practices (<http://www.unctlt.org/tlt/projects/compendia/practices1.pdf>) collected from all 16 campuses, and promotes the sharing of these professional development resources among the campuses. A compendium of campus information technology research reports as well as a compendium of Information Literacy training materials (requested by librarians) are now being developed.
- ◆ Following the research originally sponsored by the Pew Charitable Trust and performed by the Center for Academic Transformation at Rensselaer Polytechnic Institute (<http://www.center.rpi.edu/index.html>), the TLTC is facilitating the exploration, by 12 campuses, of better designs for large enrollment courses through the strategic use of instructional technology (<http://www.unctlt.org/tlt/projects/redesign/>).
- ◆ To further strengthen communication within the University, the TLTC visits each of the 16 institutions at least once every two years.
- ◆ Responding to a request from the UNC Faculty Assembly, the TLTC is surveying in Spring 2005 the instructional software being used on each of the 16 campuses.
- ◆ The TLTC is serving as a key support resource for the UNC e-Learning Policy Council, which is charged with addressing system-wide e-Learning issues for the improvement of online programs.
- ◆ To help campuses remain informed of new software applications, the TLTC is making Elluminate, a synchronous learning management system, available to all campuses this year for trial purposes.

Through the above projects and other initiatives, the TLTC actively promotes collaborative opportunities and identifies and implements best practices, common services, and shared resources across the University.

IV. Strategic Issues

The TLTC embraces eight strategic issues through its analyses of stakeholder discussions, feedback from TLTC activities, TLTC planning sessions, and ongoing review as the key issues affecting the TLTC's work.

- A. Purpose
- B. Teaching and Learning with Technology Development
- C. Diversity/Unity
- D. Governance of TLTC
- E. Funding
- F. Policy issues
- G. Assessment of effective use of technology in TLT
- H. Assessment of the impact of TLTC projects on teaching and learning

Each issue is described through statement of the context affecting that issue and general strategies to address the issue during the life of this three-year strategic plan.

A. Purpose

In keeping with its mission, the TLTC seeks to promote successful application of technology to enhance teaching and learning, belief in the value of teaching and learning, advocacy for the effective use of technology in teaching and learning, and facilitation of collaboration at many levels.

The key question driving TLTC activities is, "What progress can we make together that we can't make separately?" This question defines the decision-making in many discussions because it points to the specific value of the TLTC in each endeavor.

In times of limited resources and increasing expenses, this question helps to pinpoint how the TLTC can contribute in ways that are most effective and provide the best return on investments of time and resources.

Strategies addressing purpose issues

- Identify existing work when approaching new issues to reduce duplication of effort among UNC institutions and organizations.
- Seek collaborative relationships with other organizations that have work in progress in areas of common interest in order to contribute synergistically to that effort.
- Implement appropriate evaluative procedures to assess the value of the TLTC in each project.
- Actively promote communication among the TLTC and all sixteen campuses.
- Collaboratively identify and creatively address efforts to realize the TLTC mission.

B. Teaching and Learning with Technology Development

To promote effective application of technology for teaching and learning, the TLTC must facilitate discussion of TLT issues and be able to position TLTC efforts to respond to those issues. Campuses consistently communicate requests for enrichment of campus-based TLT activities, professional development events such as the annual UNC TLT conference, and easier information sharing among campuses to inform teaching and learning support, discussions, and decisions. Balancing requests for support with existing and anticipated resources requires that the Collaborative have a clear understanding of the needs that can most readily be met, and to delineate which requests are outside the scope of TLTC work.

The UNC Professional Development Portal provides collaborative access to resources needed to address TLT issues at the individual, campus, and UNC levels, as well as to other organizations.

Collaborative involvement with the UNC Faculty Assembly, University Libraries, MERLOT, UNC-wide planning for e-learning, as well as with other organizations and initiatives provides valuable perspectives that enables the TLTC to better address UNC-wide needs.

Strategies addressing TLTC's role in TLT issues

- Clarify the role of the TLTC:
 - in promoting effective use of technology in teaching and learning by identifying areas in which the TLTC is best positioned to respond and those areas best addressed by other entities.
 - in campus-initiated projects, including those that seek external funding.
 - in further development of the UNC Professional Development Portal.
- Assess the effectiveness of TLTC professional development activities in meeting TLTC goals.
- Support efforts to document return on TLTC investment in TLT issues.
- Actively pursue communication methods for sharing TLT information among TLTC participants.
- Coordinate with other organizations on more effective ways to gather and share TLT information.

C. Diversity/Unity

UNC campuses vary in terms of needs, strengths, history, and mission. Diversity of ideas and individuals contributes to effective collaborative TLT activities and provides strength to the TLTC's problem-solving abilities. Diversity also lends critical perspective in defining and approaching strategic issues.

Common threads promoted by the TLTC – expertise in the application of technology to enhance teaching and learning, belief in the value of teaching and learning, advocacy for the effective use of technology in teaching and learning, and facilitation of collaboration at many levels – provide the basis for unity of purpose in defining TLTC projects.

Understanding how to accommodate the diversity of ideas, campuses, and individuals while promoting unity of purpose for TLTC activities is critical to the success of TLTC projects.

Strategies addressing diversity issues

- Develop more complete information about the mission, values, and resources of each campus and organization in order to better identify collaborative opportunities.
- Clarify the range of participants' involvement, acknowledging diversity among campuses, when establishing projects and statements that convey common goals.
- Promote broader access to TLT resources.

D. Governance of the TLTC

The collaborative governance of the TLTC has been successful in positioning the organization to contribute to campus and University initiatives. The strategic planning process helped to address assumptions and clarify the decision-making structures and procedures of the TLTC, while recognizing its responsibility to represent diverse stakeholders. The process also clarified how the roles of the Board, the Vice President for Information Resources, the Executive Director, and TLTC staff contribute to governance.

The TLTC is seen both as a campus-driven organization, funded by the UNC Office of the President in direct response to campus needs, and as a UNC-wide initiative in support of the UNC Information Technology Strategy. Projects arise from Board/staff initiatives, inter-campus collaborative efforts, and strategic direction from the UNC Office of the President.

Strategies addressing governance issues

- Review and/or establish appropriate guidelines and governance processes for each TLTC project.
- Continue to involve representatives of other organizations as ex-officio board members.
- Review and/or establish procedures for communicating among various constituencies, acknowledging roles of participants both as campus representatives and as stewards of UNC resources.
- Enhance communication among constituencies to promote input in decision-making processes.
- Ensure that TLTC activities are aligned with TLTC goals

E. Funding

Funding from the UNC Office of the President supports the core functions of the TLTC but is not sufficient to support critical growth and expansion of current projects (see IV.A. Purpose). Furthermore, uncertainty about the timing and amount of state funding hinders the TLTC's strategic planning efforts.

The TLTC seeks to make the best possible use of existing funds while being prepared to pursue special opportunities for external funding as they become available.

Strategies addressing funding issues

- Identify ways to advocate for consistent funding
- Demonstrate and document the TLTC as a cost-effective way to improve TLT within the University of North Carolina.
- Establish a process for endorsement of external funding proposals initiated by TLTC stakeholders.

F. Policy Issues

In the belief that the whole is greater than the sum of its parts, participants in TLTC activities have encouraged the TLTC to become more involved in the process of informing policy issues associated with TLT.

Participants have requested that the TLTC manage and share information that would contribute to ongoing discussions about policy issues, such as intellectual property rights, advocacy for

effective use of technology in teaching and learning, and appropriate faculty recognition for incorporating instructional technology into coursework. Issues such as these contribute to the University's reputation for excellence in TLT.

The strategic planning process addressed how to leverage the TLTC's role as a leader and transformational agent in promoting effective use of technology in teaching and learning.

Strategies addressing policy issues

- Communicate with other organizations to identify more effective means to gather and share information among UNC campuses and organizations about TLT policies and issues.
- Facilitate discussions that shape policy decisions regarding TLT issues.
- Promote and advocate for a University-wide environment that, through its rewards and promotions policies, recognizes the importance of and contributes to excellence in the use of technology in teaching and learning.
- Advocate for consideration of effective practices and promising practices in decisions associated with TLT issues.

G. Assessment of effective use of technology in TLT

As part of its charge, the TLTC commits resources to systematic collection and analysis of data associated with focused research objectives examining the relationships among teaching, learning, technology, and collaboration. The TLTC seeks to promote a strong focus on learning as the center of all TLT efforts; this focus on learning requires a commitment to assessing the effectiveness of technology in promoting learning.

The TLTC seeks to extend its capacity to assess the effective use of technology in teaching and learning through development of a TLT rubric that specifies key criteria determining a learning-centered focus. The process of rubric development, including content and congruence with research-based best practices in TLT and assessment will be overseen by the TLTC's Planning and Assessment Committee. Development of the TLT rubric and its application to TLTC activities will be addressed in the TLTC's 2005-2008 Operating Plan.

The TLTC promotes the role of assessment in developing and recommending promising TLT practices, clarifying the role of collaboration in effective practices associated with TLT, and informing timely decision-making and planning.

Strategies addressing assessment of effective use of technology in TLT

- Collect and share information about promising practices in assessment design and methodologies related to teaching, learning, technology, and collaboration.

- Evaluate and disseminate assessment resources including specific assessment items and instruments to examine effectiveness of technology in promoting learning, metrics for assessing return on investment, and TLT costing models.
- Design evaluative processes to collaboratively examine application of assessment resources in UNC-wide efforts to promote effective use of technology in teaching and learning.

H. Assessment of the impact of TLTC projects on teaching and learning

In addition to promoting assessment of technology in TLT, the TLTC seeks to assess its own effectiveness. The projects and initiatives supported by the TLTC are chosen based on how well those projects align with the strategic goals of the TLTC. Mechanisms will be established to assure that support for projects rests on the clear alignment of project aims with the strategic goals of the TLTC.

Specific assessment information is needed to determine the degree to which the TLTC is accomplishing the goals for each project. In order to simplify the process of obtaining that information, the TLTC is placing renewed emphasis on designing and implementing guidelines that projects must meet in order to qualify for new or continued support from the TLTC.

Strategies addressing assessment of TLTC effectiveness

- Identify appropriate procedures to support assessment aligned with TLTC goals and objectives.
- Establish and implement guidelines and criteria for TLTC initiatives to receive continuing support.

V. Strategic Directions and Goals

Based on analyses of the seven strategic issues and the organization’s anticipated role outlined in its mission and vision statements, the TLTC strategic planning process identified five strategic directions as the key areas of work during the life of this strategic plan.

1. Promote a strong focus on learning as the center of all TLT efforts.
2. Advocate for the effective use of technology in teaching and learning.
3. Facilitate collaboration at many levels.
4. Develop the TLTC’s role as a transformational agent with respect to the use of technology in teaching and learning.
5. Assess the effectiveness of TLTC activities and projects.

Each direction is described in terms of how the TLTC intends to address the direction and includes statements of goals and anticipated indicators of success in meeting those goals.

1. Promote a strong focus on learning as the center of all TLT efforts.

The TLTC seeks to empower teachers, learners, providers of instructional support, and decision-makers by identifying and developing resources to facilitate the implementation of technology in teaching and learning. These efforts include promoting faculty and instructional staff development that emphasizes the effective role of technology in teaching and learning as well as professional development of IT professionals for support of TLT. The TLTC will facilitate UNC-wide communication about TLT issues, including development and recommendation of promising TLT practices, emerging technologies, TLT standards, and research methodologies and metrics to examine learning in professional development and instructional efforts.

The TLTC will utilize learning-centered criteria in formal and informal assessment processes to document and evaluate its learning-centered focus. Development of a TLT Rubric will facilitate clarification of learning-centered criteria as well as document the incorporation of those criteria in all TLTC projects. This process will further guide the implementation of the TLTC’s 2005-2008 Operating Plan.

Goal	Indicators of success include
1.1 Identify and/or develop TLT resources that facilitate learning, including promising TLT practices, emerging technologies, TLT standards, and research methodologies and metrics.	<ul style="list-style-type: none"> • Online collection of TLT resources • Processes to acquire and disseminate resource information • Identified resources or components within TLT resources that address emerging technologies, TLT standards, and TLT research
1.2 Promote TLT professional development.	<ul style="list-style-type: none"> • Range of professional development opportunities • Documentation of effectiveness of targeted professional development activities • Identification of standards for faculty rewards associated with TLT professional development

1.3 Facilitate UNC-wide communication about TLT issues.	<ul style="list-style-type: none"> • Set of UNC-wide communication resources • List of activities to support UNC-wide communication, including communication among the TLTC and all sixteen campuses
1.4 Incorporate learning-centered criteria into the decision processes for TLTC projects	<ul style="list-style-type: none"> • Progress in development of a clearly articulated rubric of learning-centered criteria to be used in selection and continuation of supported projects

2. Advocate for the effective use of technology in teaching and learning.

The TLTC seeks to promote and support effective use of technology with enhanced student learning as a desired outcome of TLT efforts. In order to identify effective use of technology in teaching and learning, the TLTC must develop and disseminate means for studying that effectiveness within the context of effective use of existing and anticipated resources, balanced responses to requests from various constituents, and improving standards of practice. The TLTC seeks to provide ongoing access to collaborative resources needed to define and strengthen effective TLT efforts among UNC institutions and organizations.

Goal	Indicators of success include
2.1 Promote and support effective use of technology.	<ul style="list-style-type: none"> • Participation in and appropriate leadership of UNC-wide discussions of TLT effectiveness • Processes for collecting and sharing information about discussions of TLT effectiveness
2.2 Evaluate, disseminate and/or coordinate means for studying TLT effectiveness within the context of the best use of existing and anticipated resources, balanced response to requests from various constituents, and improving standards of practice.	<ul style="list-style-type: none"> • Set of resources for studying TLT effectiveness • Documentation to support identification of effective TLT practice
2.3 Develop means for identifying and anticipating emerging technologies and their potential for contribution to teaching and learning.	<ul style="list-style-type: none"> • Resources for monitoring emerging technologies • Resources for identifying and anticipating application of emerging resources to teaching and learning

3. Facilitate collaboration at many levels to address TLT issues.

The TLTC seeks to understand how to best respect diversity of ideas, campuses and individuals while promoting unity of purpose for TLTC activities. TLTC stakeholders represent a range of individuals, institutions, and organizations, including the Faculty Assembly, University Libraries, and teaching and learning centers. The TLTC seeks to facilitate collaboration among

all levels of participants in order to build and manage shared knowledge and facilitate synergistic results from shared efforts.

Goal	Indicators of success include
3.1 Understand ways to respect diversity of ideas while promoting unity of purpose.	<ul style="list-style-type: none"> • Examples of diversity of ideas addressing TLT issues • Identification of how diverse ideas contribute to shared purpose
3.2 Promote input and participation by all stakeholders.	<ul style="list-style-type: none"> • Documented means for stakeholder access to decision-making processes • Documented participation of stakeholders in TLTC activities
3.3 Promote active collaboration with other organizations.	<ul style="list-style-type: none"> • Examples of activities or events planned and conducted in collaboration with other organizations • Documented procedures for regular communication with other organizations

4. Develop the TLTC’s role as a leader and transformational agent with respect to the use of technology in teaching and learning.

The TLTC seeks to provide leadership in the process of informing policy issues associated with TLT. The TLTC’s facilitation of collaborative efforts to define standards of practice and measures of TLT effectiveness provides context for the discussion of implications of policy issues on TLT efforts.

Goal	Indicators of success include
4.1 Provide leadership in the process of informing TLT policy decisions.	<ul style="list-style-type: none"> • Documented collaboration with other groups to inform decision-making processes associated with TLT policies • TLTC resources for policy considerations at campus/UNC/national level
4.2 Advocate for clear definitions of standards of practice and measures of TLT effectiveness.	<ul style="list-style-type: none"> • Examples of collaborative efforts regarding TLT standards and measures • Resources on TLT standards and measures • Shared resources regarding intellectual property rights, TLT advocacy, and appropriate faculty recognition

5. Assess the effectiveness of TLTC activities and projects.

The TLTC is committed to a focused effort to develop and implement assessment methodology for each TLTC project as it develops and also for the effectiveness of the TLTC as an organization. The TLTC will examine potential benefits of its projects in the context of the various resources available to the collaborative. Through collaborative efforts with others, the TLTC will evaluate assessment methods to determine more effective and efficient student learning and methods to determine faculty facility in using technology in teaching. The TLTC will assess the use of collaboration as a tool as well as a desired result of activities.

Goal	Indicators of success include
5.1 Demonstrate that the TLTC is making a difference by meeting goals for each project in the operating plan.	<ul style="list-style-type: none"> • Documentation associated with outcomes in the operating plan
5.2 Evaluate assessment methods to determine more effective and efficient student learning associated with use of technology.	<ul style="list-style-type: none"> • A set of assessment resources addressing effective and efficient student learning associated with use of technology • Evaluative processes for examining use of assessment resources in UNC-wide TLT efforts
5.3 Evaluate assessment methods to determine faculty facility with technology in teaching.	<ul style="list-style-type: none"> • A set of assessment resources addressing faculty use of technology in teaching
5.4 Implement collaboration as tool and result.	<ul style="list-style-type: none"> • Documentation of collaborative efforts and impact of those efforts on other TLTC goals
5.5 Document cost savings and UNC-wide leveraging of TLT resources.	<ul style="list-style-type: none"> • Documentation of UNC-wide cost savings and resource leveraging associated with TLTC activities
5.6 Develop assessment mechanisms for acceptance of project proposals	<ul style="list-style-type: none"> • Project proposals include formal declarations of deliverables, goals, objectives, preliminary estimates of needed resources. • Documented guidelines for defining and identifying benefits associated with TLTC projects, in terms of TLTC strategic goals and priorities • Documented guidelines for defining and identifying the costs associated with TLTC projects, including human, temporal, physical, and financial resources • Documented criteria for evaluating project feasibility in context of available human, temporal, physical and financial resources • Application of a rubric for evaluating project proposals in the context of TLTC strategic priorities

<p>5.7 Develop and implement assessment mechanisms for continuation of project support</p>	<ul style="list-style-type: none">• Projects meet established reporting criteria• Projects demonstrate ongoing progress in context of project deliverables, goals, and objectives• Projects meet TLTC rubric addressing learning centeredness and other TLTC strategic priorities
--	---

VI. Conclusion

The TLTC 2005-2008 Strategic Plan re-affirms the mission and vision that guide all TLTC activities and also re-affirms the strategic issues that provide context for decisions about TLTC work. The five strategic directions continue to guide TLTC activities and identify areas where the TLTC can provide leadership in promoting the effective use of technology in teaching and learning.

The cornerstone of TLTC work is the sharing of human, financial, and information resources among all sixteen UNC campuses. To meet the expectations of this plan, the TLTC must continue to actively promote communication among the TLTC and all sixteen campuses, and facilitate ongoing discussion among UNC learners, teachers, providers of instructional support, and key decision-makers about the role of technology in teaching and learning. These efforts will be guided by regular review of TLTC procedures and activities as they relate to this strategic plan. Long-term and short-term planning is overseen by the TLTC Board's Planning and Assessment Committee and TLTC staff.

The TLTC emphasizes learning-centered approaches in all of its work and seeks to be a leader and catalyst in the effective application of technology for teaching and learning. Through its projects and professional development initiatives, the TLTC actively promotes collaborative opportunities and identifies and implements best practices, common services, and shared resources across the University.

The TLTC is a strong example of the synergy created by UNC's commitment to learning and access to key informational, financial, and collegial resources. The TLTC leverages aspects of TLT resources available throughout the University to best promote the effective use of technology. This innovative approach is dedicated to improving learning for all UNC students.