UNC
tlt **collaborative**
teaching and learning with technology

2002-2005 STRATEGIC PLAN

Approved October 2002

UNC TEACHING AND LEARNING WITH TECHNOLOGY COLLABORATIVE

Division of Information Resources

The University of North Carolina

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Message from the UNC Teaching and Learning with Technology Collaborative Co-Chairs
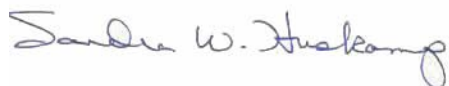
November 2002

The Teaching and Learning with Technology Collaborative Strategic Planning Committee is pleased to present the 2002-2005 Strategic Plan, which was approved October 2002 by the Board of Directors of the UNC Teaching and Learning with Technology Collaborative (TLTC) and Robyn R. Render, UNC Vice President for Information Resources and CIO.

The plan reflects the work of nearly thirty individuals representing UNC's sixteen constituent institutions, the TLTC Board, and the Office of the President. Our deliberations, which began in January 2002, helped us to define the mission and vision of the TLTC, outline the organization's key strategic issues, and identify strategic directions and goals.

Approval of a strategic plan launches a new stage of development for the TLTC, an integral component of the landmark UNC IT Strategy. Using the strategic plan as its roadmap, the TLTC staff and Board can now 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.

Sandra Huskamp   Joyce Williams-Green
TLTC Board Co-chair   TLTC Board Co-chair
East Carolina University   Winston-Salem State University

Strategic Planning Participants, January–October 2002
Teaching and Learning with Technology Collaborative

TLTC Staff members

Frank Prochaska
Executive Director

Hilarie Nickerson
Program Coordinator

Laura Rogers
Program Coordinator

TLTC Board members, past and present

Akbar Aghajanian, FSU Professor of Sociology	FY2001-2002
Steven J. Breiner, ASU Associate Director, Information Technology Services	FY2001-2002, FY2002-2003 Planning and Assessment Committee (chair)
Betsy Brown, UNC Academic Affairs Associate Vice President	FY2001-2002, FY2002-2003 UNC Division of Academic Affairs representative[1]
George Conklin, NCCU Professor of Sociology	FY2001-2002 UNC Faculty Assembly representative[1]
Benjamin M. Coulter, WCU Director of Instructional Technology, College of Education and Allied Professions	FY2001-2002, FY2002-2003
José D'Arruda, UNCP Chair, Department of Chemistry and Physics	FY2002-2003 UNC Faculty Assembly representative[1]
Arasu T. (Nick) Ganesan, FSU CIO/Associate Vice Chancellor for Information Technology	FY2002-2003
Sandra Huskamp, ECU Interim Director, Center for Interdisciplinary Instructional Technology Research	FY2001-2002, FY2002-2003 Board co-chair, FY2002-2003
Sallie Ives, UNCC Director, Faculty Center for Teaching	FY2001-2002, FY2002-2003 Planning and Assessment Committee (member)
Tom Jackson, UNCP Executive Director of University Computing and Information Services/CTO	FY2001-2002, FY2002-2003 Planning and Assessment Committee (member)
Tamrat Mereba, NC A&T State Director of Academy for Teaching & Learning	FY2001-2002, FY2002-2003
Margaret Mertz, NCSA Dean of General Studies	FY2001-2002, FY2002-2003 Board vice-chair, FY 2001-2003

TLTC Board members, past and present (continued)

Kern Parker, UNCA Director, University Computing	FY2001-2002, FY2002-2003
Sharon Pitt, NCSU Director, Learning Technology Service	FY2001-2002, FY2002-2003
Ray Purdom, UNCG Director, Teaching and Learning Center	FY2001-2002, FY2002-2003 Board chair, FY2001-2002
Mary Reichel, ASU University Librarian	FY2002-2003 UNC University Libraries Advisory Committee (ULAC) representative[1]
Robyn R. Render, UNC Information Resources Vice President and Chief Information Officer	FY2001-2002, FY2002-2003 UNC Division of Information Resources representative[1]
Henry Schaffer, NCSU Professor, Genetics & Biomathematics/Coordinator, Special IT Projects	FY2001-2002, FY2002-2003 Planning and Assessment Committee (member)
Brenda Shaw, NCCU Director, Center for University Teaching and Learning	FY2001-2002, FY2002-2003
Paul Shotsberger, UNCW Associate Professor of Mathematics and Statistics	FY2001-2002
Kathy Thomas, UNC-CH Manager, Center for Instructional Technology	FY2001-2002, FY2002-2003 Board secretary, FY 2001-2003
Beverly Vagnerini, UNCW Director of Client Services	FY2002-2003
Carroll Varner, ECU Director of Academic Library Services	FY2001-2002 UNC University Libraries Advisory Committee (ULAC) representative[1]
Derrick Wilkins, ECSU Director, Academic Computing & End User Support Services	FY2001-2002, FY2002-2003
Joyce Williams-Green, WSSU Associate Provost/CIO	FY2001-2002, FY2002-2003 Board co-chair, FY2002-2003

1   ex-officio

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I. Executive Summary

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 of Directors, 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.

The TLTC Strategic Planning Initiative began in January 2002 as a means to strengthen decision making by establishing consensus about intended outcomes, determining the actions necessary to reach those outcomes, and identifying measures of success. A seven-phase process (Allison & Kaye, 1997) led to the development of the 2002-2005 strategic plan. The process included the review of feedback from numerous TLTC activities, examination of governance documents, a general input-gathering session at the 2002 UNC TLT Conference, and in-depth discussions of individual planning topics at several Board meetings and special planning sessions.

The planning process identified seven strategic issues that affect TLTC efforts and provide context for decisions governing TLTC work. Analyses of these seven strategic issues and the organization's new mission and vision statements led to the identification of five strategic directions as the key areas of work during the life of this strategic plan. Each strategic direction includes a list of goals and indicators of success to clarify expectations for its implementation.

The TLTC Board of Directors and the UNC Vice President for Information Resources and CIO approved the 2002-2005 strategic plan in October 2002. The TLTC staff will use the plan to construct an annual operating plan to guide TLTC work for each of the three years. Annual plans will be approved by the TLTC Board of Directors 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 and History

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 governed by a Board of Directors representing the campuses.
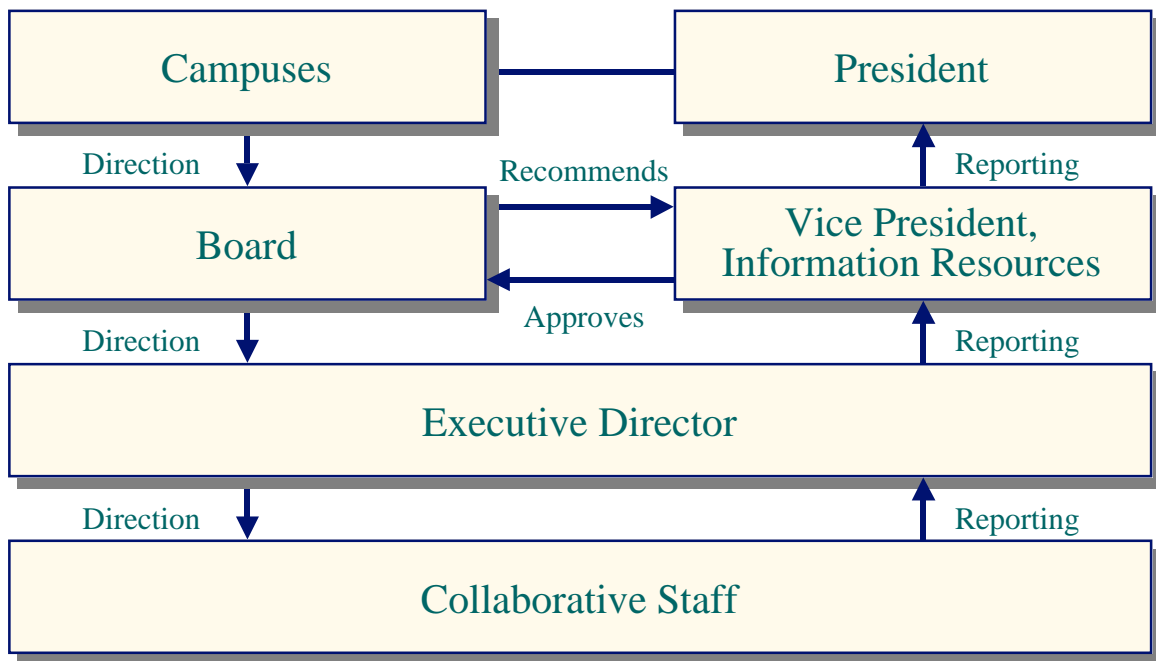
Organizational Timeline

October 1999 to January 2000	Campus representatives plan TLTC and draft Mission and Governance Document
January 2000	Mission and Governance Document approved by UNC President
March 2000	TLTC began, Executive Director hired
April 2000	Use of contract staffing initiated
September 2000	Executive Director resigned, Interim Executive Director hired
May 2001	Searches approved for two additional staff positions
August 2001	Current Executive Director began
October 2001	Program Coordinator began
January 2002	Second Program Coordinator began
October 2002	2002-2005 Strategic Plan adopted
January 2003	Fourth staff position defined and advertised

Key Service Activities

Spring 2000	TLTC solicited grant proposals and provided funding to campuses
May 2000	First annual UNC TLT conference held in Boone
June 2000	Flashlight and TLT Roundtable two-year licenses purchased for interested campuses
August 2000	Development of Professional Development Portal initiated
August 2000	TLTC involvement in MERLOT initiated
January 2001	TLTC sponsored workshop on Flashlight
Spring 2001	TLTC solicited grant proposals and provided funding to campuses
April 2001	TLTC and NCSU sponsored TLT Roundtable symposium
May 2001	Second annual UNC TLT conference held in Wilmington
January 2002	TLTC sponsored MERLOT workshop
January 2002	Strategic planning initiative launched
January 2002	Assessment initiative launched
April 2002	Third annual UNC TLT conference held in Greensboro

Organizational Structure

The TLTC organizational structure is designed to promote collaboration among a diverse group of campuses and individuals as well as among various offices within the UNC Office of the President. As the proposal for the TLTC evolved, several governing structures were considered. The structure shown below was selected in order to promote successful interaction and strengthen collaborative efforts.

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│   Campuses   │────────────────────│  President   │
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   Direction ↓          Recommends      Reporting ↑
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│    Board     │                    │   Vice President,     │
│              │  ◄───────────────  │ Information Resources │
└──────────────┘       Approves     └──────────────────────┘
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│                 Executive Director                    │
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│                 Collaborative Staff                   │
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IV. Strategic Issues

The TLTC identified seven strategic issues through analyses of stakeholder discussions, feedback from TLTC activities, and TLTC planning sessions 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

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 of Directors, 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 actively pursuing additional external support.

Strategies addressing funding issues

- Identify ways to promote and establish consistent funding and address need for external funding.

- Document the TLTC as the most cost-effective way to improve TLT on campuses and make a clear and compelling case for the need for additional funding from the state to achieve the purposes of the TLTC.

- 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 efficient 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 recognition of faculty reward issues associated with TLT.

- Advocate for consideration of effective practices and promising practices in decisions associated with TLT issues.

G. Assessment

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.

In addition, as a learning organization, the TLTC seeks to assess its own effectiveness. Specific assessment information is needed to determine the degree to which the TLTC is accomplishing the goals for each project. Furthermore, assessment data are needed to understand how to assess effective use of technology without disrupting other efforts to assess instructor or student performance in the process.

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 issues

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

- Develop 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.

- Clarify goals and objectives for TLTC projects and identify appropriate procedures to support assessment of those projects.

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.

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.	• 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.	• 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.	• Set of UNC-wide communication resources • List of activities to support UNC-wide communication, including communication among the TLTC and all sixteen campuses

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.	• 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 Develop and disseminate 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.	• 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.	• 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.	• 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.	• Documented means for stakeholder access to decision-making processes • Documented participation of stakeholders in TLTC activities
3.3 Promote active collaboration with other organizations.	• 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.	• 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.	• 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. 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.	• 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.	• 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.	• A set of assessment resources addressing faculty use of technology in teaching
5.4 Implement collaboration as tool and result.	• 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.	• Documentation of UNC-wide cost savings and resource leveraging associated with TLTC activities

VI. Conclusion

The TLTC 2002-2005 strategic plan clearly defines the mission and vision that guide all TLTC activities and the strategic issues that provide context for decisions about TLTC work. The five strategic directions give clear guidance for TLTC activities and identify areas where the TLTC can provide leadership in promoting the effective use of technology in teaching and learning.

In order to meet the expectations of this plan, the TLTC must actively promote communication among the TLTC and all sixteen campuses, and must facilitate the ongoing discussion among UNC learners, teachers, providers of instructional support, and key decision-makers about the role of technology in teaching and learning. Moreover, the TLTC must serve as a conduit for TLT information and resources to inform those discussions.

These efforts will be guided by regular review of TLTC procedures and activities as they relate to this strategic plan. 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 submitted for approval to the TLTC Board of Directors and the UNC Vice President for Information Resources and CIO. The TLTC staff will provide administrative oversight and issue annual progress reports on accomplishments and barriers to success.