Information Technology
Strategic Plan
FY 2004-2007

National-Louis University

Updated by the NLU IT Strategic Planning Team
with support from SUNGARD-Collegis Strategic Services

April 15, 2004
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Executive Summary

In September, 2002, NLU charged its University Technology Council (UTC) with developing a new information technology strategic plan for the University. In order to fulfill this responsibility while ensuring broad institutional representation, the UTC invited additional faculty, staff, and administrators to join it in forming the Information Technology Strategic Planning Team. In 2003, the Planning Team met over a six-month period to develop a vision, guiding principles, goals, and strategies for technology to assist the University in achieving success.

During April, 2004, the UTC and the leadership team from the Office of Information Technology (OIT) met to update the plan by identifying progress toward the accomplishment of goals and strategies, validating the IT vision and guiding principles, revising the planning assumptions to reflect changes in the internal and external environment in which NLU operates, and determine which actions in terms of goals and strategies are necessary to add to the implementation grid. Their work was based on their own observations as well as data from interviews of key faculty and staff conducted prior to the update sessions. Below are the updated IT vision and goals.

Information Technology Vision

National-Louis University uses technology to support an exceptional educational environment, effective and efficient institutional services, and quality management of information systems.

National-Louis Major Technology Initiatives for 2004-05

1. Build a marketing and information center powerhouse on the web by recreating the NLU website
2. Add virtual service to NLU: make services available to all students at all locations for all service functions
3. Build revenues from all colleges by making Online Learning a high quality, easy access option of any NLU student, anywhere, anytime
4. Create an institutional culture in which an informed workforce effectively seeks and uses technology to improve academic and administrative practices
5. Provide the infrastructure upon which initiatives 1-4 depend

Information Technology Goals for 2004-2007

1. Build and implement online student services and the complementary effective “back office” systems
2. Provide a professional development program regarding technology for faculty and staff that is based on needs analysis required to advance the university’s four major technology initiatives as stated in the introduction of this plan
3. Establish rational policies and processes for the allocation of strategic technology resources that ensure every department has the technology needed to achieve its strategic and tactical goals
4. Implement and maintain continuous communication concerning technology throughout the NLU community
5. Continue to build NLU technology infrastructure
6. Develop and maintain customer-service oriented IT support for students, faculty, and staff
7. Establish university-wide priorities and strategies for the development of technology-enhanced or technology-delivered learning
Planning for Information Technology

Beginning in September, 2002, National-Louis University's University Technology Council (UTC) initiated a six-month information technology (IT) strategic planning process, to be followed by a two-month tactical planning effort. Through this process, the Council laid the groundwork for the continued development of the University's IT resources and services over the next three fiscal years, with particular emphasis on the use of technology to support teaching and learning. In order to support this emphasis, the Council augmented its membership with additional faculty, staff, and administrators to ensure that an appropriate range of institutional perspectives were represented. With these additional participants, the UTC convened monthly as the IT Strategic Planning Team to define the role technology should play in helping National-Louis University (NLU) to achieve its mission and strategic objectives. In April 2003 when the strategic planning effort concluded, the Team asked those University administrators and staff identified as having executive and/or managerial responsibility for the plan’s first-year strategies to participate in tactical planning activities. The goal of these activities was to ensure rapid progress toward achieving the institution’s IT strategic goals by translating the first-year strategies into operational plans at the unit level.

Since the University itself was simultaneously pursuing an institutional strategic planning process, the IT Strategic Planning Team faced a challenge in aligning NLU’s potential strategic directions for information technology with those of the University as a whole. Fortunately, a number of members of the Team also served on the University Planning Group 2003 (UPG ‘03) or on related budget unit or faculty committees, which allowed them to use their knowledge of the institutional planning process to help shape the IT strategic plan.

In order to assist the UPG ‘03 with meeting its timetable for unit-level budgets and plans, the IT Strategic Planning Team submitted draft elements of this plan, including draft versions of the proposed IT goals and strategies, to support the Office of Information Technology budget request required by the first full week of February, 2003. The UPG ‘03 Information Technology Plan subsequently produced identified three strategic IT initiatives for 2003 that merge points of emphasis raised in both the institutional planning process and the IT strategic planning process. A fourth initiative was added during the plan update process.

![National-Louis Major Technology Initiatives](image)

In April 2004, the UTC and the OIT leadership team updated the 2003 plan. During that process a fourth initiative was added to the major technology initiatives. The team also revised the planning assumptions to reflect the current internal and external environmental factors that affect information technology at the university; validated the IT vision, definition of learning technologies, and guiding principles; and updated the goals and strategies as part of the implementation grid. In addition, new strategies were identified to address issues for the coming year.
Envisioning the Future

As part of the planning process, the 2003 planning team imagined a future ideal state where information technology supports the university and its constituents meeting all needs and exceeding all expectations. The narrative below is a description of this future scenario.

National-Louis University (NLU) envisions a future in which students have a full range of technology-enabled learning opportunities available to them, from technology-enhanced classroom instruction to fully online courses and programs, supported by web-based academic and student services. Through these opportunities, NLU students become independent, lifelong learners who use technology effectively to discover and learn. They develop the technology knowledge and skills to meet professional challenges as well as personal learning objectives. The high degree of technology literacy exhibited by NLU graduates makes them highly marketable in their chosen fields.

NLU students—undergraduates and graduate students, new students and returning alumni—enjoy the maximum in flexibility and convenience due to the University’s technology-enabled services and educational offerings. They enjoy an exceptional quality of service that makes for a positive institutional experience regardless of the type of interaction they have with the University. Thus, they are happy to recommend National-Louis to their friends and colleagues as a great institution through which to pursue one’s higher education goals. NLU’s use of technology to maintain relationships with its alumni is particularly helpful in this regard; the institution’s website serves as a major vehicle for sustaining communications with and between alumni, allowing them to fully participate in the life of the University. This continuous relationship between NLU and its graduates encourages them to view the University as their first choice for lifelong learning and encourages them to endorse NLU’s courses and programs to others.

The University’s faculty and staff also enjoy the benefits of NLU’s use of technology to support its academic and administrative operations. Through the University’s comprehensive web portal, faculty and staff have access to a wide array of institutional services and communications capabilities, including: web-conferencing; online professional development courses and resources; and online employee services (e.g., orientation information, benefits management). The flexibility and convenience provided by the University’s online environment directly contributes to high levels of employee satisfaction. Both groups find technology at NLU to be ubiquitous and easy to use; it’s just like turning on the light!

In addition to meeting their own needs, faculty and staff have a greater capacity to meet the educational and services needs of students, and thus gain a greater sense of professional fulfillment. Faculty make use of a rich array of learning technologies – both in the classroom and on the Web – to enrich students’ learning opportunities and, in some cases, to make those opportunities possible. They have mastered the tools and techniques of teaching and learning with technology, enabling them to provide students with “anytime, anywhere” access to learning as appropriate and feasible in terms of pedagogy and curriculum. For staff, the institution’s
advanced technology environment allows NLU to address most routine tasks through automation and/or self-service, enabling staff to focus on higher level administrative and services issues that truly take advantage of their knowledge and expertise.

The University’s technology environment has also increased staff efficiency. NLU has improved the quality and accessibility of student and institutional services without parallel increases in administrative overhead. Moreover, web-based interfaces and reporting tools have made institutional data more readily available to the institution’s senior administrators and managers, facilitating improved financial and operational management across the University. Even as it has gone “high tech,” though, NLU has not lost the “high touch” approach to service that has allowed it to successfully attract and retain students, faculty, and staff.

NLU’s well-developed administrative systems enable the institution to more easily and effectively meet the reporting requirements of regulatory agencies and accrediting bodies. The ease of data analysis and reporting its systems provide allows NLU to demonstrate on schedule or as requested that it is meeting regulatory and accrediting standards. Furthermore, the advanced data collection and management capabilities of University systems allow regulators and accreditation representatives to have confidence in the accuracy and reliability of NLU’s reports. As a result, they find that their interactions with National-Louis are positive, allowing them to readily identify and resolve any issues or concerns in a spirit of cooperation.

Finally, National-Louis utilizes technology to sustain strong working relationships with its donors and partners. Both groups enjoy ready access to institutional news and events via the Web. In addition, the University makes it easy for donors to contribute to NLU, and to access information about the effects of their giving, via the institutional website. Similarly, NLU’s partners, both public and private, find it easy to exchange data between their systems and those of the University, facilitating cooperation and coordination in their activities with NLU. Both donors and institutional partners enjoy the added prestige their association with NLU brings due to the University’s effectiveness in using technology to support high-quality teaching and learning. As a result, they continue to extend their relationships with NLU through additional giving and strategic alliances.

The above future state scenario aligns with UPG’s vision of the future.

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**Technology Tomorrow**

The [technology] initiatives promise to fulfill the vision of a new NLU that includes faculty at ease in the online world, creating and offering courses that embody both the best of the existing pedagogy and the new features made possible by technology. The vision includes students from our current market and new market areas, students who add cultural and experiential diversity and richness to the educational experience of all (and additional revenues to NLU). The vision includes information available online when needed, whether you are a prospective student or a seasoned faculty or administrator. The vision includes services available when you want them and not only when an office is open. The vision includes people connected to each other and to their support matrix at anytime, any place.

The vision is of people utilizing the tools that today we call technology- but that tomorrow will just be “part of life”. To get there, we must make “technology” as ubiquitous and as easy to use as a refrigerator. The vision is to help NLU become a different and better community of scholars, learners and supporting staff who are “at home” in the electronic environment of the 21st century. Technology cannot make this happen. But, NLU cannot make this happen without technology.
The Basis for Decision-Making

Information Technology Vision Statement

From the perspective of the University’s future described above, the 2003 IT Strategic Planning Team developed a vision statement for information technology at National-Louis University. The 2004 planning team updated the original to reflect the current state of affairs at NLU.

A vision statement captures the essential elements of the University’s anticipated success in using technology to attain its academic and administrative objectives. Even as those objectives, as well as the University’s mission and strategic vision, continue to evolve through the UPG process, the IT Vision Statement will remain relevant because it approaches technology’s role at NLU in terms of the core academic and administrative functions of the institution. In fact, it defines the successful use of technology at National-Louis in terms of its value in supporting those core University functions. Therefore, it provides a common understanding of NLU’s expectations for technology that is both clear and adaptable to the University’s changing needs.

Information Technology Guiding Principles

As the University takes steps to achieve the ideal state defined in its IT Vision Statement, NLU faculty, staff, and administrators will have to make difficult decisions about technology resources and services. As the University community approaches these decisions, its core values will play a key role in helping NLU to prioritize needs and opportunities, as well as to determine where compromises are possible and appropriate. The 2003 IT Strategic Planning Team deliberated at length regarding how best to translate the University’s values into guideposts for decision-making regarding technology. The 2004 planning team also pondered the role that the guiding principles will play and updated the principles accordingly.

NLU IT Guiding Principles

Each of the following principles provides a clear guide for decision-making regarding technology at National-Louis University. The University’s technology environment should:
Demonstrate a respect for the diverse learning needs and cultural backgrounds of NLU students, including the special needs of the disabled, by supporting a technically and financially sustainable range of technologies;

Ensure that students, faculty, and staff have effective access to current technologies appropriate to their educational needs and/or professional responsibilities;

Ensure alignment of technology design with work requirements

Provide students, faculty, and staff with opportunities for lifelong learning and professional development;

Encourage innovation and support high-quality services to attract and retain students, faculty and staff;

Be maintained at sufficient levels to support academic and administrative needs and goals;

Place a priority on technology investments that have the greatest positive impact expressed in financial, operational, or programmatic terms; and

Protect the security, privacy, and fair use rights of users within an higher education community.

These principles highlight the considerations NLU faculty, staff, and administrators must take into account during technology budgeting, planning, and implementation to ensure that their outcomes reflect the values which define National-Louis. However, they cannot in and of themselves resolve situations in which institutional values come into conflict; only careful deliberation among University stakeholders in an atmosphere of trust and mutual respect can accomplish that. Rather, they identify the central, values-based concerns the University must weigh in reaching decisions regarding technology resources and support.

Planning Assumptions regarding the NLU Environment

The following planning assumptions describe the institutional context that influenced development of the IT Strategic Plan and will impact its implementation over the next three years. Planning assumptions are important because they are the basis for the goals and strategies that are to follow. The assumptions below have been updated to reflect the internal and external environment that exists in 2004 and what is anticipated in the next three years.

Student-related Assumptions

- NLU’s student population currently has a high percentage of adult learners, and generally a high degree of cultural diversity.
- Students entering the University exhibit a wide range of technology knowledge and skills, and vary in their access to technology.
- Some NLU students do not own their own computers and technology resources.
- Many NLU students require technology training to meet the requirements of their courses and programs.
- An appreciable number of students are enrolling at NLU in order to meet career goals and/or improve their professional prospects.
- NLU students would generally benefit from more help with career planning and development.
- NLU does not consistently provide the technological training and development required for success in their careers
• Students increasingly have high expectations regarding the availability of services and resources.
• NLU students have a diverse array of educational needs; the University may need to provide more resources for students who need developmental assistance.
• The University has a small number of students who report that they fall under the Americans with Disabilities (ADA) requirements for special accommodations.
• Many potential students are demanding high affordability (more financial aid, scholarships, etc.) and convenience over quality in their university education.
• According to some students there is a perception that technology at NLU is not visible or pervasive

Faculty- and Staff-related Assumptions
• Concerns about the University’s financial difficulties have led to anxiety and low morale among faculty and staff.
• Faculty and staff are concerned about the implications of a new business model for NLU, especially in terms of how the viability of their departments will be measured.
• Faculty members have concerns regarding the University’s perceived lack of commitment to shared governance.
• In general, NLU faculty and staff are professional, hard-working, dedicated, and committed to lifelong learning.
• Many faculty and staff need training and assistance to raise their skill level with technology in relation to their professional responsibilities.
• There are unequal levels of expectation and requirements in regard to technology training and performance.
• There is not a high degree of peer mentoring among NLU faculty and staff in relation to technology.
• Some NLU students are connected to the institution through their relationships with individual faculty and departments, rather than through institutional reputation or experience.
• Faculty and staff have exhibited a range of interest and commitment to learning new technologies; some have actively pursued such learning, while others have not.
• The University has begun to make significant use of technology to improve administration, but has substantial issues still facing it.
• The NLU operational environment has had a “silo” mentality, without structured coordination across administrative and academic units, but it is slowly improving.
• National-Louis needs to continue increasing the level of collaboration in planning throughout the institution to improve its efficiency and effectiveness.
• NLU currently lacks a program for the induction of new faculty and staff into NLU’s system and culture, including the University’s expectations regarding technology competencies for faculty and staff.
• Generally faculty and staff regard change as negative and have difficulty in seeing the value of the improvement side of change.
• Faculty and staff are unaware of the support resources available and are uncomfortable in asking
Curriculum- and Instruction-related Assumptions

- In addition to supporting traditional instructional methods, NLU must continue to develop and support for hybrid/online courses and programs that serve students who may not attend classes on an NLU campus, or who may do so only occasionally.
- As faculty continue to make greater use of technology in their teaching, the University needs to ensure that faculty have access to appropriate multimedia technologies to achieve their pedagogical objectives.
- Faculty will also need increased technical and pedagogical support in order to make the most effective use of multimedia and other technologies in support of student learning.
- NLU will have to establish a process for maintaining and upgrading its learning technology investments over time to ensure their efficacy and currency in relation to NLU curricula.
- NLU provides instructional technology support to faculty from various sources, but a communications gap exists regarding the instructional technology support resources currently available at NLU and/or how to access them.
- In order to drive the progress of technology-enhanced and online learning at National-Louis, the University needs to enhance its current instructional technology support resources.
- Faculty and technology support specialists will need to collaborate in order to develop technologically enhanced and delivered curricula and related materials.
- The development of online or technology enhanced courses at National-Louis should be guided by a constructivist approach (e.g., the project method, electronic portfolios, and technology-enhanced action research) that recognizes the need for the continuous, collaborative renewal of teaching and learning methodologies based on the research and experience of faculty and instructional technologists.
- NLU should fully integrate assessment methodologies into the development and delivery of online or technology-enhanced learning to inform the ongoing renewal of teaching and learning.
- Online or technology enhanced courses can involve an emphasis on performance-based learning outcomes as measures of their effectiveness, rather than more traditional metrics (e.g., credit hours).
- The body of reliable knowledge available via technology doubles every three years.
- The number of technology users is increasing at a rapid rate; however, NLU continues to attract students who are not technology savvy.
- NLU is not sure how to move ahead with our technology without disadvantaging some of our students.

Community-related Assumptions

- National-Louis campuses serve culturally diverse urban, suburban, and rural communities.
- The University also serves international students and communities.
- NLU communities are characterized by highly competitive environments for higher education, in which NLU needs to better identify its desired identity or niche. [CRITICAL ISSUE]
• The University will become a more significant player in urban, high-need communities.
• Almost all of the public recognition NLU receives stems from National College of Education (NCE) programs and faculty.
• The University does not have a deep base of knowledge regarding its alumni community, but it is making strides to improve in this area.
• National-Louis campuses are accessible via public and/or private transportation, but ease of access is location-specific and may require improvement at some campuses.
• NLU will build a sense of itself as an institutional community in spite of its geographical dispersion.
• The communities served by the University have the potential to be significant sources of financial and other resources for NLU.
• National-Louis needs to increase its level of outreach and communication with its communities.
• The University needs to improve its communications and public relations processes to increase internal and external knowledge of NLU's innovations and successes.
• More and more of our students will be located in places where there is no physical campus.
• There are discussions concerning increasing the number of physical campuses.

Technology-Related Assumptions

• The NLU technology environment faces problems with the inconsistent availability of those resources across its campuses.
• The cross-platform nature of NLU's technology environment provides some benefits, particularly in some academic disciplines (e.g., education).
• The University's technology environment lacks systematic updates of its technology resources (both hardware and software) due to budget constraints, although it was able to make significant improvements in FY04.
• There is limited availability of institutional technology resources, such as computer labs, for student use at NLU.
• National-Louis needs to increase the availability and variety of hardware and software available for use in its classes, including portable "computer labs on carts."
• The University also needs to increase the degree to which technology is integrated into its curricula.
• The University also needs to increase the degree to which technology is integrated into its administrative operations.
• The more pervasive availability and use of technology at NLU would improve the capacity of faculty and staff to more effectively meet students' academic and administrative needs.
• The University should continue to make use of technology for collaborative communications and instruction throughout and among the NLU community.
• NLU will have a balanced program of security, privacy, and usability.
• The university needs to foster an awareness of and excitement about new technologies and the possibilities that technology can enable.
• In some areas the university aspires to be an early adopter of technology and in other areas NLU aspires to be
Technology Support-related Assumptions

- Help Desk services have improved, both in terms of hours of access and quality of response. The 24x7 Helpdesk service has been well received.
- The University does not have the optimal technology support staff at all of its locations to support the variety of technology resources available at those sites.
- Communication of technology support is not always adequate across campuses and centers and non-NLU facilities.
- NLU faculty and staff have insufficient access to technology training, including job-embedded training regarding the use of Banner systems and other software.
- The University’s technical support staff also needs greater access to training.
- NLU faculty, staff, and students seldom take advantage of the training and technology learning opportunities that NLU provides.
- NLU should conduct an assessment of faculty and staff technology skills in order to target technology training to meet their needs when we are ready to provide the training.
- Students at NLU may lack sufficient technical support to meet their needs, although the new 24x7 Helpdesk service should substantially alleviate these problems.
- A technical solutions for non-technical users is not the answer.
- More effective and ongoing communication about the availability of hardware/software should be provided to the University community.
- The University process for making hardware and software changes/upgrades to its computer labs is not consistently implemented.
- The quality of the University’s current technical support staff is generally very good.
- More support staff are needed to effectively manage NLU’s computer labs.

Resource-related Assumptions

- More funding will be necessary to increase the availability of technology resources and support at NLU, as well as to support the implementation of new technologies (e.g., wireless network access for laptops and handheld devices).
- Technology resource allocations across colleges involve the University Technology Council as well as the Senate Academic Technology Committee and the Deans to assure resources are allocated effectively.
- NLU should balance its technology needs in relation to the overall demands on institutional resources.
- National-Louis should work to develop a process for increasing the number and quality of technology-related partnerships.
- The University faces other resource challenges for continuing professional development.
- The library will actively acquire electronic resources to support all university programs.
- Adequate library collections are essential for continued university accreditations.
- The University faces challenges in fully and adequately funding the growth in library resource needs and requirements.
Facilities-related Assumptions

- NLU lacks a sufficient number of technology-enhanced classrooms, incorporating wired and wireless technologies, Smartboards, LCD projectors, etc., to meet instructional demand.
- The University needs more computer labs, both open and dedicated, at all of its campuses and campus libraries; portable "labs on carts" provide one option to help meet this need.
- The technology resources of NLU's non-Illinois campuses must be maintained at adequate levels to meet their academic and administrative requirements.
- National-Louis should consider implementing interactive technologies in its conference rooms to increase the effectiveness of collaborative work.
- Expanded high-tech capabilities, including portable, wireless technologies, would help attract outside groups to rent university facilities, but staff would be needed in addition to equipment in order to support this service.
- There is a need for a greater number of and more flexibly designed classrooms.
- Increased availability of public network access ports and/or wireless network access at NLU facilities would create more access to resources resulting in enhanced communication and information flow.
- The University is using technology to centralize administrative functions while maintaining distributed student and employee services.
- Providing options for employees to establish home offices is a pilot underway to see if it might help National-Louis to address some of its space limitations and serve our faculty.
IT Goals and Strategies

Planning assumptions identify the broad institutional context for the current technology environment, whereas the IT Vision Statement describes the successful future National-Louis intends to achieve through its technology investments. The IT Goals and Strategies offer a blueprint for bridging the two - where the university is (the planning assumptions), and where the university wants to be (the IT Vision Statement). The goals and strategies also connect directly with the four major institutional technology initiatives and provide a framework in which to operate through FY 2007.

6. Build a marketing and information center powerhouse on the web by recreating the NLU website.
7. Add virtual service to NLU: make services available to all students at all locations for all service functions
8. Build revenues from all colleges by making Online Learning a high quality, easy access option of any NLU student, anywhere, anytime
9. Create an institutional culture in which an informed workforce effectively seeks and uses technology to improve academic and administrative practices

The Strategic Implementation Grid delineates the efforts that must take place over the next three fiscal years. It does not, however, address the annual operational plans or budget requests that individual units within the University must develop in order to fulfill their responsibilities. To facilitate those efforts tactical plans should be developed by strategies owners.

Grid Legend

- Goals are strategic level targets.
- Key performance indicators identify completion characteristics or milestones of progress for goals. Answers the question, “How will we know when we have achieved the goal?”
- Strategies associated with each goal identify implementation actions.
- Dependencies are those events or environments that must take place or be in existence before implementation of a strategy can begin
  - Available funding is a dependency of all strategies
- Responsible Party identifies the individual, department, or council that has major responsibility for accomplishment of each of the IT strategies. Typically it will be the responsibility of these individuals or groups to develop the annual operating plans and appropriate budget requests for each of the assigned strategies as well as more detailed project plans. Where multiple owners are listed, the first individual or group listed has primary responsibility for ensuring the implementation of the strategy.
- FY columns show the implementation timeline. An “X” placed in any single FY column indicates completion of a task in that year. X’s in multiple FY columns indicate multi-year efforts.
- Progress is to be documented as implementation of the strategies occurs.
- Resource Development Potential is a list of areas of resource development that have been identified for institutional strategies. These align with grant opportunities in the federal, state and corporate/private sectors. See the Appendix for explanation and funding sources.
### Goal 1: Build and implement online student services and the complementary effective “back office” systems

**Key Performance Indicators:**
- Two or more student-related online services integrated with portal software each year
- Number of student complaints about services reduced
- 50% reduction in number of face-to-face contacts in Student Services and Registrar's Office

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<td>Develop and implement a business processes improvement plan that supports both cost reductions and enhanced student services</td>
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**PROGRESS/ACCOMPLISHMENTS**

2003-04: NLU decided not to engage outside assistance to examine and redesign its processes (under consideration were the admissions/financial aid system and the grants management). Did not create a full plan for all systems in need of review, but identified PAC (Personnel Add/Change); Class start; Book ordering and Online Directory as first tier projects.

**RESOURCE DEVELOPMENT POTENTIAL**

*Comment [k1]: MOVED from 1.3 (Budget)*

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<td>Build out the Luminis portal to become the central hub for all student online services</td>
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<td>Implement available Banner modules that provide a high return in student service improvements</td>
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**POTENTIAL**

TRIO SSS
Goal 2: Establish rational policies and processes for the allocation of strategic technology resources that ensure every department has the technology needed to achieve its strategic and tactical goals

Key Performance Indicator(s):
- Allocated capital budget meets both (1) refresh (i.e., upgrade/replacement) and (2) growth needs at NLU.
- IT capital budget meets or exceeds 2.5% of NLU’s annual operating budget.
- Every user has personal computing equipment that meets or exceeds NLU’s stated minimum standards.
- All campuses and centers have comparable levels of technology and support based on the needs of their academic and administrative operations

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<tbody>
<tr>
<td>2.1 Establish technology funding priorities</td>
<td>Assessment of the varying technology environments across NLU</td>
<td>UTC</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Completed. Used as the basis for Tech Project recommendations to NLU</td>
<td></td>
</tr>
<tr>
<td>2.2 Ensure consistent funding from year to year that enables full support of the four major initiatives</td>
<td>Executive Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Completed a process that reflected UPG3 planning, included input from multiple segments of the NLU community, including increased emphasis on training. Conceptualized the need for ongoing (consistent) funding, but achieving the goal is dependent on university fiscal situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Augment NLU resources through participation in external partnership opportunities</td>
<td>President UPG Senior VP, Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Some discussions. No formal relationships created.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Fund-raise for technology</td>
<td>President Dir, Grants and Sponsored Projects Provost Senior VP, Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Initial discussion on a funding project (computer &amp; information literacy for urban adults).</td>
<td>HUD-COPC, DOC-TOP or PTFP, HP mobile computing, Sloan Foundation</td>
<td></td>
</tr>
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</table>

Tactics for Goal 2:
- Develop a budget plan for IT support and development that
  - Reflect the results of the UPG3 planning process;
  - Include development and implementation of a participatory process for prioritizing technology resource allocations; and
  - Address the needs of all campuses and centers, especially regarding technology support and training.

Goal 3: Implement and maintain continuous communication concerning technology throughout the NLU community
### Key Performance Indicator(s):
- Quarterly technology newsletter issued.
- Quarterly technology training and consulting on every campus
- Redesigned web site with student portal in place
- Web conferencing available to all NLU faculty and staff and used for IT communications (among other functions).

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<tr>
<td>3.1 Inform NLU community of available technology resources</td>
<td>Services are functional. Multiple communication channels are in place</td>
<td>CIO</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04 Increased documentation on OIT web site; Newsletter and OIT announcements focus more on available resources; UTC approved policy requiring use of NLU Email by faculty, staff and students; eCampus web site for online learning</td>
<td></td>
</tr>
<tr>
<td>3.2 Inform external universe about NLU</td>
<td>Technologies are in place</td>
<td>VP, Public Relations Assoc VP, Marketing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Self service Prospect and Admissions operational; plans for grade viewing and online bill payments are part of 03-04 plan. Student email began 3/8/04</td>
<td></td>
</tr>
<tr>
<td>3.3 Enhance conferencing capabilities to include audio, video and web.</td>
<td>Network improvements Adequate training Adequate funds</td>
<td>CIO</td>
<td>X</td>
<td>X</td>
<td>2003-04: Pilot usage of Centra system ongoing since Sept (web system-document sharing, audio and video). Major rollout and training program in planning stages. Improved audio conferencing moved to FY05 budget request. ITV replacement pilot now live with a class (Elgin-Chicago).</td>
<td>Title III, DOC-TOP or PTFP, NSF programs as related to SMET disciplines that use video/web, Sloan Foundation</td>
<td></td>
</tr>
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</table>
**Goal 4: Continue to build NLU technology infrastructure**

**Key Performance Indicators:**
- 98% uptime of network and services to faculty, staff, and students.
- No desktop computer in use by faculty, staff, or students older than 5 years
- Provide for need- specific computer labs at each campus
- Wireless connectivity implemented at each campus

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<tbody>
<tr>
<td>4.1 Provide online support services to all students, faculty, and staff</td>
<td>Adequate Personnel resources</td>
<td>CIO Sr. VP of Finance &amp; Admin. Provost</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Launched 24x7 Helpdesk. Increased number and quality of online “How to” documents; regular posting of information with WebCT to online users; development of a Center for Online Learning &amp; eCampus online support site.</td>
<td>Title III, TRIO SSS, Sloan Foundation</td>
</tr>
<tr>
<td>4.2 Ensure consistent technology access and services for all NLU students, faculty and staff</td>
<td>None</td>
<td>CIO</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Increased number of visits to OOS sites. Added student labs to Tampa &amp; Milw.; added student-use PCs to all OOS sites + Chicago-area sites (for email). Replaced 373 obsolete PCs for faculty &amp; staff across all campuses.</td>
<td></td>
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<tr>
<td>4.3 Expand service to remote locations</td>
<td>None</td>
<td>CIO</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Adding wireless portable lab in CH. Adding approx. 30 PCs for walk-in student Email use. Space and funding limits precluded additional expansion. Limited use through TIE and PT3 funded equipment plus 1 Baker Dem and 1 Chicago portable lab setup. Increased effort to assist faculty to set up Citrix. Implementing VPN technology to complement Citrix system.</td>
<td>Title III, HP mobile computing, Sloan Foundation</td>
</tr>
<tr>
<td>4.4 Provide decentralized IT support services, where needed</td>
<td>None</td>
<td>CIO</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Increased OOS tech visits; added 24x7 Helpdesk; increased use of local contract technicians for OOS service.</td>
<td></td>
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<tr>
<td>4.5 Create and maintain information systems that are complete, accurate, and have appropriate access.</td>
<td>Staff availability</td>
<td>CIO Sr. VP of Finance &amp; Admin Univ Registrar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Implemented Banner’s Curriculum Rules which resulted in major cleanup of student academic records.</td>
<td></td>
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<tr>
<td>4.6 Create and maintain security, privacy, and</td>
<td></td>
<td>CIO Sr. VP of Finance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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Goal 4: Continue to build NLU technology infrastructure

**Key Performance Indicators:**
- 98% uptime of network and services to faculty, staff and students.
- No desktop computer in use by faculty, staff, or students older than 5 years
- Provide for need-specific computer labs at each campus
- Wireless connectivity implemented at each campus

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<td>content rights systems that balance protection of NLU’s technical and information resources with user needs and accessibility</td>
<td>&amp; Admin. Provost University Registrar Dean of Libraries</td>
<td></td>
<td></td>
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**Tactics for Goal 4:**
- Provide a computer lab solution for full classes and walk-in students at all NLU campuses
- Establish a single student log-on for all NLU services available online (e.g., Banner, Pipeline, email)
- Develop wireless technology for strategic uses (i.e., labs, conference rooms) on any NLU campus
- Provide faculty and staff with the option of “home office” capabilities

Goal 5: Develop and maintain customer-service oriented IT support for students, faculty, and staff.

**Key Performance Indicator(s):**
- Length of time needed to close 75% of help desk tickets is within 24 hours
- Percentage of users who disagree that their problem is resolved upon closure of a helpdesk ticket is < 2%.
- Annual surveys of all users conducted to assess satisfaction with services; rating of 6 or better on a 9 point scale.

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<tr>
<td>5.1 Provide support for faculty and staff who have exercised the option for “home office” capabilities (e.g.)</td>
<td>Communication Policy development Service availability</td>
<td>CIO</td>
<td>X</td>
<td>X</td>
<td>X</td>
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**Goal 5:** Develop and maintain customer-service oriented IT support for students, faculty, and staff.

**Key Performance Indicator(s):**
- Length of time needed to close 75% of help desk tickets is within 24 hours
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<tr>
<td>5.2 Establish and maintain a process to ensure that the IT organization responds in a timely fashion to the needs of constituents at all NLU locations.</td>
<td>Training Staff availability</td>
<td>CIO Manager, Help Desk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Increased site visits at OOS sites; Tech personal days; increased consultation on tech initiatives such as new PC assignment and budget planning; 24x7 Helpdesk. Developing 30 day training for lab aides to launch in March. All- Fac &amp; Staff user satisfaction survey completed.</td>
<td></td>
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<tr>
<td>5.3 Provide 24/7 technology application help for all NLU students, faculty, staff, and administrators.</td>
<td>Adequate funds Training of support staff Staff availability Infrastructure development</td>
<td>Technical Director</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: 24x7 Helpdesk launched February 17, 2004. Includes online quality assessment survey of all helpdesk staff.</td>
<td>Title III,</td>
</tr>
<tr>
<td>5.4 Develop and implement strategies for continuous training of OIT staff in customer service and professional development.</td>
<td>Training</td>
<td>CIO Manager, Help Desk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Professional development and training are a required part of each staff member’s goals. Customer service included as topic in each monthly staff meeting.</td>
<td></td>
</tr>
<tr>
<td>5.5 Collaboratively design and implement a needs assessment of units and individuals for IT support.</td>
<td>Time Cooperation and collaboration by units</td>
<td>CIO VP of Human Resources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: User satisfaction survey; departmental meetings w/OIT; widespread budget development process.</td>
<td></td>
</tr>
<tr>
<td>5.6 Adapt IT support services to meet specific college, department, and individual needs.</td>
<td>Adequate funds</td>
<td>CIO in collaboration with other departments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Academic &amp; Web teams worked closely with individual colleges and depts. Budget development process assured needs input from every dept. PC rollout coordinated through Deans &amp; Program Chairs; participation in department &amp; college planning meetings; met with key staff during site visits to address/plan technology needs.</td>
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Goal 5: Develop and maintain customer-service oriented IT support for students, faculty, and staff.

Key Performance Indicator(s):
- Length of time needed to close 75% of help desk tickets is within 24 hours
- Percentage of users who disagree that their problem is resolved upon closure of a helpdesk ticket is < 2%.
- Annual surveys of all users conducted to assess satisfaction with services; rating of 6 or better on a 9 point scale.

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<td>5.7 Develop a systematic means of communication with students, faculty, and staff about available IT resources and services.</td>
<td>Policy changes</td>
<td>CIO, Student Affairs Deans, VP of Human Resources</td>
<td>X x</td>
<td>X</td>
<td>2003-04: Email; OIT website; Fall Connection; Strategic Technology Plan Update process</td>
<td></td>
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<tr>
<td>5.8 Develop system to provide learning and support materials to support and enhance classwork and research.</td>
<td></td>
<td>CIO</td>
<td>X x x</td>
<td>Development of two support systems: The Center for Online Learning and their support website for faculty &amp; the NLU eCampus portal page for all online support/communication needs.</td>
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<tr>
<td>5.9 Provide sufficient technical / functional application support staff in the computer labs to meet users’ needs.</td>
<td>Staffing</td>
<td>CIO</td>
<td>X x x</td>
<td>2003-04: Revised scheduling of lab aides. Created lab aide manual. Further work to be done.</td>
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Tactics for Goal 5:
- Design an assessment tool and analysis method or key performance indicators of help desk operators
Goal 6: Provide a professional development program regarding technology for faculty and staff that is based on needs analysis required to advance the university’s four major technology initiatives as stated in the introduction of this plan

Key Performance Indicator(s):
- Base technology competencies for faculty and staff established.
- 70% satisfaction rating registered among participants in IT training programs
- Professional development incentives institutionalized
- Job descriptions reflect increased requirements of technology skills.

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<tr>
<td>6.1 Identify needs and establish multiple competency levels based on position requirements for faculty and staff</td>
<td>Support from: HR OIT Provost’s Office Senate Professional Development Committee Graduate Council IR Staff Council</td>
<td>For Faculty: Provost For Staff: VP of Human Resources</td>
<td>X X X</td>
<td>2003-04: Minimal progress. Sample “basic standards” document distributed to Interim VP- HR.</td>
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<tr>
<td>6.2 Provide initial training and ongoing professional development for faculty and staff</td>
<td>Support from: HR OIT Provost’s Office Senate Professional Development Committee. Graduate Council Staff Council</td>
<td>For Staff: VP of Human Resources For Faculty: Deans/Provost</td>
<td>X X X</td>
<td>2003-04: No formal program. Continued to add online documentation. NLU added two staff positions with emphasis on improving technology use and skills (Admissions &amp; Registrar). Info Tech has also created a training position to work with HR and Provost’s Office to develop a professional development plan and provide technical training to faculty/staff.</td>
<td>Title III, PT3 (if funding is available)</td>
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<tr>
<td>6.3 Assist faculty and staff in acquiring useful IT competencies</td>
<td>Support from: HR Provost’s Office Senate Staff Council</td>
<td>For Faculty: Provost For Staff: VP of Human Resources</td>
<td>X X X</td>
<td>2003-04: Center for Online Learning has this as part of its mission and has begun efforts to encourage faculty activity (early stages). The Center for Online Learning has created a listserv and website to focus and share best practices with the NLU community and serve as a central repository for professional development opportunities for online learning.</td>
<td>Title III, PT3 (if funding is available)</td>
<td></td>
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</tr>
<tr>
<td>6.4 Ensure that new faculty and staff have minimum technology competencies when they start at NLU as</td>
<td>Support from: Provost Staff: VP of Human Resources 5.1</td>
<td>X X X</td>
<td>2003-04: No progress known</td>
<td></td>
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Goal 6: Provide a professional development program regarding technology for faculty and staff that is based on needs analysis required to advance the university’s four major technology initiatives as stated in the introduction of this plan.

Key Performance Indicator(s):
- Base technology competencies for faculty and staff established.
- 70% satisfaction rating registered among participants in IT training programs.
- Professional development incentives institutionalized.
- Job descriptions reflect increased requirements of technology skills.

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<tr>
<td>6.5 Improve internal communications regarding professional development</td>
<td>Academic &amp; administrative management decisions are made regarding standardized communication channels for NLU-related information</td>
<td>CIO, UTC, VP of Human Resources, VP Public Affairs Provost</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2003-04: Listservs created for special topic groups such as Lab users and LiveText team; creation of Center for Online Learning and eCampus support websites. OIT newsletter includes “How to” and links to additional support documents.</td>
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Tactic for Goal 6:
- Recognize and/or reward faculty for achievement as the foundation for furthering the University’s mission through higher levels of IT competency, and, in the case of faculty, increased or improved academic programming.
- Create newsletters, an intranet, and small group working teams.
- Ensure that technology development reflects the realities of job functions.
- Integrate technology training into the employee’s work.
- Recognize and reward participation in professional technology development activities.
- Incorporate best practices into technology development opportunities.
- Ensure that technology professional development results in real use and application.
**Goal 7:** Establish university-wide priorities and strategies for the development of technology-enhanced or technology-delivered learning

**Key Performance Indicator(s):**
- Increased percentage of faculty & staff participating in development activities each year
- Increased percentage of faculty and staff with very good or expert capabilities each year based on self assessment
- Achieve 80% satisfied or very satisfied rating on professional development activities.

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<tr>
<td>7.1 Address professional development needs to leverage technology-enhanced learning</td>
<td></td>
<td></td>
<td>Online Learning Center</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>2003-04: Online Learning Center (CoOL) beginning to focus on these areas. Web based “eCampus” site under development with a faculty training &amp; support section. Creation of technical training position in the Information Technology office plus the Banner support person inside Admissions and Registrar’s offices.</td>
<td>Title III, Sloan Foundation</td>
<td></td>
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<tr>
<td>7.2 Increase the number of successful, high quality online programs</td>
<td></td>
<td></td>
<td>Center on Online Learning Office</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>2003-04: NLU built online versions of 2 programs (M Ed – IDS and BS-MIS), using two different approaches (WebCT &amp; eCollege). Thus far recruiting for them has not been successful. Also working with faculty that may feel intimidated with committing to a fully-online program to develop individual courses using the &quot;Blended&quot; model.</td>
<td>Title III, Sloan Foundation</td>
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<tr>
<td>7.3 Provide students and faculty with easy access to online services</td>
<td></td>
<td></td>
<td>Online Learning Office</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>2003-04: Improved proxy access to library resources. Adding student email. Upgrading Luminis (=Campus Pipeline, the NLU portal). Launched Self-service Prospect and Admissions for all</td>
<td>Title III</td>
<td></td>
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Comment [k2]: There is no 2.4 any more
Goal 7: Establish university-wide priorities and strategies for the development of technology-enhanced or technology-delivered learning

Key Performance Indicator(s):
- Increased percentage of faculty & staff participating in development activities each year
- Increased percentage of faculty and staff with very good or expert capabilities each year based on self assessment
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<tr>
<td>7.4 Implement best practices for online learning and services</td>
<td>Faculty development and effective business systems</td>
<td>Provost, Sr. VP Fin &amp; Admin</td>
<td>X X X</td>
<td></td>
<td></td>
<td>Title III, Sloan Foundation</td>
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</table>
Aligning IT and Institutional Goals

A critical step in the IT strategic planning process is ensuring alignment between the institution’s IT goals and the University’s overall strategic objectives. The table below illustrates the extent to which the IT strategic goals connect with the assumptions underpinning NLU’s institutional plan. In this context, it is important to remember that the institutional planning assumptions differ from the strategic technology planning assumptions in this document. The technology planning assumptions describe various aspects of the NLU community and environment. The institutional planning assumptions refer to major strategic objectives or outcomes expected from the UPG process. The institutional planning assumptions were used as a basis for determining strategic alignment between the technology strategic plan and the strategic directions of the University. To facilitate review and comparison with the IT goals and strategies identified above, the full text of the institutional planning assumptions and their related evaluation criteria follow the comparison table.

<table>
<thead>
<tr>
<th>NLU Institutional Planning Assumptions</th>
<th>1 Online student services</th>
<th>2 Technology policies &amp; processes</th>
<th>3 Communication</th>
<th>4 Technology infrastructure</th>
<th>5 Technology support</th>
<th>6 Technology professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Continuously Assess &amp; Improve</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>II. Increase Efficiency &amp; Responsiveness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>III. Monitor Financial Performance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>IV. Develop Partnerships</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>V. Offer High-Quality Student-Centered Programs &amp; Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>VI. Develop &amp; Retain Faculty, Staff, &amp; Administrators</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>VII. Attain Fiscal Viability</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
NLU Institutional Planning Assumptions

The seven planning assumptions written in 2000 by the University Planning Committee (UPC) were updated and revised by UPG '03 for the Strategic Planning and Budgeting Process for 2003-2004 and beyond.

- NLU will continuously assess and improve student progress, academic programs, and university services.
- NLU will document increased efficiency, cost savings and responsiveness to students.
- NLU will establish and monitor financial performance targets to maintain fiscal viability.
- NLU will develop productive partnerships and creative alliances internally and externally, that add value to academic programs and administrative services.
- NLU will offer high quality student centered programs and services that give the institution a competitive advantage.
- NLU will attract, develop, and retain exemplary faculty, staff and administrators.
- NLU will make every effort to attain fiscal viability and health without faculty or staff layoffs or the closing of its campuses.

NLU EVALUATION CRITERIA FOR NON-ACADEMIC UNITS

Fits with mission

Supports institutional]planning assumptions

Demonstrates viability

- Increasing cost-effectiveness
- Increasing efficiency of services
- Partnerships – can attract external entities with clearly shared contributions and responsibilities
- Transportable – can reproduce in form and substance at various NLU locations if appropriate
- Actionable – amenable to planned and phased implementation and can generate the leadership energy required to achieve success

Responds to external environment

- Identify external best practices for benchmarking

Builds on strengths or addresses a major weakness

- Strengths are demonstrated by:
  - Operational integrity
  - Acknowledged externally as a model of excellence
  - Attractive to external partners
  - Is based on sound teaching and learning theory and practice where applicable

- Addresses a major weakness:
  - Responds to feedback
  - Corrects infrastructure deficiencies

Can demonstrate quality assurance and value added to students, faculty, staff, and other academic and administrative units
Putting the Plan into Action

The Office of Information Technology Mission

National-Louis University has charged its Office of Information Technology (OIT) with developing, leading, and managing its IT resources and services; this charge includes facilitating University efforts to plan for the strategic development of those resources and services in relation to NLU’s mission and strategic goals. In light of its scope of responsibility, OIT clearly has a significant role to play in implementing the IT Strategic Plan set forth by NLU faculty, staff, and administrators, which is reflected in the Strategic Implementation Grid outlined above. Therefore, OIT updated its mission statement during the course of this process to accurately reflect its role in implementing the IT Strategic Plan in light of the academic and administrative objectives of the University.

However, as indicated by the Strategic Implementation Grid, OIT shares responsibility for implementing many IT strategic initiatives with other administrative and academic units. In fact, leadership for implementation of a number of strategies rests entirely with non-OIT administrators and offices, and appropriately so given the broader issues of institutional policy and academic program on which they touch. In those cases, OIT’s mission provides it with the both the responsibility and the flexibility to collaborate with NLU faculty and administrators to support an integrated approach to implementing NLU’s strategic objectives, whether directly or indirectly related to its technology operations.

The University Technology Council

NLU charged its University Technology Council to function as the institutional governance committee with responsibility for overseeing the planning and development of its technology strategic directions. The faculty, staff, and administrators comprising the UTC formed the core of the IT Strategic Planning Team, providing essential content and leadership for the process. As the University now turns to implementation of the IT Strategic Plan, the UTC will provide general oversight for execution of the Plan by working with strategy holders to address policy and coordination issues, as well as by providing them with feedback on the progress of the plan. The Council will also serve as the forum for annual updates to the IT Strategic Plan, based on changes in the institutional environment and the achievement of planning milestones. Finally, the UTC will form functional and ad hoc subcommittees as necessary to address IT policy and planning issues.

OIT Mission

The Office of Information Technology (OIT) advances NLU’s mission and goals through outstanding technological leadership and expertise applied to both the tactical and strategic initiatives of NLU.

Mission of the UTC

The UTC’s focus is on strategic visions of all technology for the University, rooted in the reality of NLU operations.
Behind the Scenes

A Dynamic Planning Process

Information technology strategic planning aligns technology goals and strategies with those of the institution. It has a long-term focus, yet it is intended to be an ongoing process involving regular reviews and updates to reflect emerging issues and challenges. Through the planning process, the institution describes the educational and operating environment, articulates future directions, and identifies strategies for achieving its desired goals. As it pursues those goals, the University impacts its institutional environment; in addition to other trends and events, these impacts generate new opportunities and challenges to which the IT strategic planning process must respond. As depicted in the graphic below, this cycle of planning, progress, and review ensures that the institution maintains a focus on its future success while adapting to an ever-changing context.
Who Participated

The 2004 Information Technology Strategic Plan Update Team is comprised of the University Technology Council, a representative group of faculty, staff, and administrators from across National-Louis, and the OIT leadership team. This mix of individuals was assembled to ensure an appropriate range of perspectives were represented.

The 2004 IT Strategic Planning Team

Anthony Chaitin ..............................Senior Vice President, Finance and Administration, Co-chair, UTC
Douglas Clark ...............................................................Assistant Professor, Early Childhood Education
Ken Gilson ................................................................................................................................ Registrar
Elizabeth Hawthorne......................................................................Dean, National College of Education
Kerry Kopera................................................................................................................... ..... VP, Finance
James Nowotarski ..................................... Assistant Professor, College of Management and Business
Rachel Rudin ................................................................................Enrollment Rep, Staff Representative
Kathy Tooredman ...............................................................................................Provost, Co-chair, UTC
Kathleen Walsh.......................................................................................................Dean of the Libraries
Walter Westrum .............................................................................Asst. Prof., Technology in Education
Ken Wittig ......................................................................................................... Chief Information Officer
James Kelher................................................................. Manager, User Services, OIT
Leslie McKinzie........................................................................ Director, Administrative Computing, OIT
Travis Sjodin .......................................................................................................Technical Director, OIT
Travis Wynberry...................................................................... Director, Academic Computing, OIT
Jamie Cavalier1....................................................................................................Plan Update Facilitator

Focus Groups and Interviews

As part of the 2003 planning process focus groups with faculty, staff, and students were conducted. The purpose of these was to provide the IT Strategic Planning Team with feedback from the NLU community regarding technology issues, interests, and concerns. Feedback was shared with the planning team and incorporated it in the development of plan elements from vision to planning assumptions, to goals and strategies.

Each 2003 focus group was asked four questions:

- How are you currently using technology at NLU?
- How would you like to use technology to learn (students)/ teach (faculty)/ or do your job (staff and administration) at NLU?
- What about the state of technology at NLU prevents you from learning (students)/ teaching (faculty)/ or doing your job (staff and administration) the way you would like?
- What aspects of technology at NLU are really working well?

1 Consultant, SUNGARD-Collegis Strategic Services
During the 2004 plan update process, interviews were conducted with faculty and administrators to gauge the progress made toward the completion of goals and strategies. Interview participants were asked the following four questions. Feedback from the interviews was presented to the update team and incorporated into the update process.

- What has happened in the past year that signals that information technology is supporting the needs of National-Louis? Give some examples.
- Where is technology lacking or needs improvement?
- In the long-term, what needs to happen with technology at National-Louis?
- What needs to be accomplished with technology this coming year?
Appendix:

Resource Development Potential

Explanation of grant opportunities associated with strategies and funding dependencies
Many of the technology strategies are part of larger comprehensive activities that involve broad college constituencies, programs and staff. Funding for specific technology components can be incorporated into a budget for a grant application that might focus on student support services, retention, completion, etc, as well as, faculty and staff professional development training, course classroom and curriculum development and alternative instructional delivery of courses, such as on-line delivery. For the Title III Strengthening Institutions program and TRIO Student Support Services grant opportunities, certain eligibilities must be met by the institution. After discussions with the Office of Sponsored Projects, it is clear that NLU meets those eligibilities. The eligibility requirements can be found on the website.

Below is a brief explanation of some of the grant opportunities identified in the implementation grid, with websites to explore for further eligibility requirements and considerations for NLU.

Glossary

DOE – Department of Education
TRIO – SSS – Student Support Services
FIPSE – Fund for the Improvement of Post-Secondary Education
PT3- Preparing Tomorrow Teachers Using Technology

DOC – Department of Commerce
NTIA- National Telecommunications and Information Administration
TOP- Technology Opportunities Program
PTFP- Public Telecommunications Facilities Program

HUD- COPC- Housing and Urban Development, Community Outreach Partnership Center

NSF- National Science Foundation
CCLI- Course, Curriculum and Laboratory Improvement Program
ATE- Advance Technology Education Program
STEM- Science, Technology, Engineering, and Mathematics

Sources of Funding

Federal

Department of Education
Title III-Strengthening Institutions Program
http://www.ed.gov/programs/iduestitle3a/index.html
DUE FEB 27, 2004 (Look at funding for 2005)

TRIO – Student Support Services Program
DUE SEPTEMBER 2004 (2/3rd of cohort must be low-income/first generation)
**Fund for Improvement of Postsecondary Education (FIPSE)**
http://www.ed.gov/about/offices/list/ope/fipse/index.html
Supports and disseminates innovative reform projects that promise to be models for improving the quality of postsecondary education and increasing student access. Awards are made in a number of areas including postsecondary education access, retention and completion; reform dissemination; student preparation for college; improvement of campus environments; cost-effectiveness; curricula reform; and faculty development.
Due March 23, 2004  *[Look at funding for 2005]*

**Preparing Tomorrow Teachers Using Technology (PT3)**
Teacher Quality Programs- Funds may be used to conduct professional development in the use of technology to improve education. Projects include: teacher quality state grants, teacher quality recruitment, and teacher quality partnership grants.
**Contact:** Luretha Kelley
**Expected award pending funding availability:** Sept. 30, 2004

**Department of Commerce**

**National Telecommunications and Information Administration (NTIA)**
Assists educational entities, libraries, public service agencies, and other groups in effectively using telecommunications and information technologies to better provide public services. This is accomplished through the administration of the **Technology Opportunities Program (TOP)** and the **Public Telecommunications Facilities Program (PTFP)**. www.osec.doc.gov

**Public Telecommunications Facilities Program (PTFP)**
A competitive grant program that helps state and local governments and nonprofit organizations construct facilities to bring educational and cultural programs to the American Public using broadcast and non-broadcast telecommunications technologies. The main objective of the program is to extend the delivery of public radio and television to unserved areas of the United States.

The **Technology Opportunities Program (TOP)**, formerly known as the Telecommunications and Information Infrastructure Assistance Program, is a highly-competitive, merit-based grant program that brings the benefits of digital network technologies to communities throughout the United States. www.ntia.doc.gov

**National Science Foundation:**  www.nsf.gov

**HUD- COPC**
http://www.oup.org/about/copc.html
Provides funds to community colleges, four-year colleges, and universities to establish and operate a Community Outreach Partnership Centers (COPC) to address the problems of urban areas.
**Expected Application Deadline:** June 24, 2004
Foundations

HP Hewlett-Packard Company – Philanthropy and Education
www.hp.com/go/grants

HP Technology for Teaching Grant Initiative - 2004
DUE MARCH 1, 2004 (Look at funding for 2005)

Alfred P. Sloan Foundation
www.sloan.org
Supporter of web-based and on-line education