Information Technology
Strategic Plan
FY 2004-2006

National-Louis University

Prepared by the NLU IT Strategic Planning Team
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Executive Summary

In September, 2002, National-Louis University (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. The Planning Team met over a six-month period to develop a vision for technology’s role in helping the University achieve success, as well as a number of goals and strategies for moving NLU’s technology resources and services toward that vision.

Information Technology Vision

Technology at National-Louis University supports the needs of the entire NLU community and the mission of the University by providing an exceptional educational environment, effective and efficient institutional services, and quality management of information systems.

Information Technology Goals for FY2004 – FY 2006

1. 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.

2. Create an institutional environment that uses technology to support NLU’s mission and overall strategic goals with emphasis on student access to services.

3. NLU must continue to build its technology infrastructure, expand service to remote locations, and enhance all access services.

4. Develop and maintain customer-service oriented IT support for students, faculty, and staff.

5. Provide a professional development program regarding technology for faculty and staff that:
   • Is based on needs analysis and employee competencies
   • Is integrated into employees’ work
   • Includes follow-up training and coaching
   • Reflects the realities of job functions
   • Recognizes and rewards participation
   • Reflects best practices, and
   • Results in real use / application.

6. Establish university-wide priorities and strategies for the development of technology-enhanced or technology-delivered learning.

As it conducted its work, the Team received feedback from the NLU community through a number of faculty, staff, and student focus groups. The results of the focus group discussions assisted the Team in identifying issues related to NLU’s current technology environment, as well as institutional aspirations for how that environment can and should support the academic and administrative functions of the University.
In forming the University’s strategic vision for technology, the Planning Team also developed a definition for “learning technologies” at NLU. The purpose of this effort was to highlight the applications of technology to teaching and learning at National-Louis, as well as to clarify the requirements of those applications. This definition provides additional context for NLU’s IT goals and strategies by expressing the University’s intent for how its technology environment should support faculty and students in achieving their educational objectives.

**Definition of “Learning Technologies” at NLU**

Faculty and students use Learning Technologies to support the learning environments designed and implemented by the faculty. The best practices developed by the faculty are supported by appropriate learning technologies and provide the environments needed to educate 21st century students.

Learning Technologies themselves are the combination of hardware, software, learning objects, interfaces, and infrastructure that create a learning environment not bound by space or time. The tools include any technology that fosters learning.

Learning Technologies have the power to provide personalized learning experiences that meet the needs of individually distinct learners. They may involve a mix of face-to-face, synchronous, and asynchronous experiences that creates a community of learners, while at the same time allowing individuals to advance at their own pace when appropriate and feasible.

Learning Technologies are adaptable and change frequently as technology develops.

In addition to the guidance provided by these strategic elements, NLU administrators and staff identified as “responsible parties” for overseeing implementation of NLU’s first-year IT strategies participated in a tactical planning process. Through this set of activities, they developed detailed plans covering the operational issues that the University’s various units must address in order to ensure successful initiation of the IT strategies.

With an institutional strategic plan for technology supported by tactical plans for the opening round of strategies, National-Louis University now stands ready to pursue its long-term vision for NLU’s technological progress. The participation by various members of the IT Strategic Planning Team in the University’s institutional planning process, the University Planning Group 2003 (UPG ’03), has also ensured that NLU’s IT Vision and Strategic Plan mesh with its emerging institutional objectives, as reflected in the UPG’s three major technology strategic initiatives:

**UPG ’03 Major Technology Initiatives**

1. Build a marketing and information center powerhouse on the Web by re-creating 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 for any NLU student, anywhere, anytime.

As the IT Vision states, technology’s role at NLU is to meet the needs of the University community in relation to NLU’s mission. The UPG ’03 effort has defined those needs and
clarified NLU’s mission, and the University’s IT Strategic Plan serves as a clear roadmap for how its technology resources and services will support them.
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. Once 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. Focused on setting NLU on the path to a successful future, the UPG ‘03 process extended the work of the initial UPG ‘02 body convened by President Curtis L. McCray in November, 2001. It took the strategic issues identified by that initial group and instituted a structure for evaluating and refining University operations in light of them:

**National-Louis University UPG ’02 Strategic Issues**
- Improving administrative services to students;
- Improving communications between faculty, administrators, and staff;
- Strengthening and enhancing the faculty governance structure; and
- Establishing ongoing institutional planning structures to enhance the University's capacity to adjust to changing student needs and competitive pressures.

The UPG ‘03, comprised of faculty and administrators from across the University, asked each budget unit to consider these issues in relation to the institution’s financial needs and develop specific budget recommendations to address them.

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:
The Future of Learning

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

This document presents the final versions of the IT Strategic Plan elements on which the UPG ’03 technology initiatives were based. However, it goes beyond the requirements addressed in the UPG process to offer a blueprint for the University’s technology development through FY 2006. In this regard, it includes:

- A strategic vision for technology’s role in helping National-Louis to fulfill its mission and achieve a successful future;
- A definition of “learning technologies” at NLU that sets the context for the development of technology to support teaching and learning at the University;
- A set of guiding principles that supports the University in applying its values to decision-making regarding IT resources and services;
- Planning assumptions that provide a high-level view of the institutional environment in which implementation of the IT strategic plan must take place; and
- IT goals and strategies for moving the University’s technological capabilities from their current state toward the successful future identified by NLU’s IT strategic vision, along with tactical plans for the first-year strategies to ensure a rapid, effective start.

As this list indicates, the IT Strategic Plan begins with defining the future National-Louis University seeks to achieve through its investments in technology.

Envisioning the Future

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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,

**UPG ’03 IT Plan’s Vision of the Future**

The [UPG ’03 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.
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 Basis for Decision-Making

Information Technology Vision Statement

From the perspective of the University’s future outlined above, the IT Strategic Planning Team developed a vision statement for information technology at National-Louis University. It 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.

NLU Vision for 2010

By 2010, NLU will be an institution of national reputation for serving learners and employers across the nation and in selected countries. NLU’s graduates will be equipped technologically, linguistically, and socially to thrive in a world that has become smaller, and yet more complex. Students will enroll at NLU not only because of the convenience of time and place, but, more importantly, because of the demonstrated quality of NLU’s programs. Staff and faculty members will be working in an organization where all employees are valued, where their own development is fostered, and where they are able to provide a superior level of service to students as well as their colleagues. Resources will be used efficiently, effectively and transparently, and employees at all levels of the organization will take both pride in and responsibility for the success of the organization.

NLU IT Vision Statement

Technology at National-Louis University supports the needs of the entire NLU community and the mission of the University by providing an exceptional educational environment, effective and efficient institutional services, and quality management of information systems.
Definition of “Learning Technologies”

As the IT Strategic Planning Team considered the role technology can and should play at NLU, it paid particular attention to technology’s role in supporting the University’s mission-critical teaching and learning objectives. In order to both highlight and clarify what the application of technology to teaching and learning means at National-Louis, the Team agreed upon a definition of “Learning Technologies.” This definition provided a shared context for the Team as it considered potential goals and strategies for teaching and learning with technology. The Team also developed it to serve as a common frame of reference for the University community in determining which technologies can best help NLU to realize the “exceptional educational environment” called for in its IT Vision.

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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 IT Strategic Planning Team deliberated at length regarding how best to translate the University’s values into guideposts for decision-making regarding technology, and the following IT Guiding Principles were the result:
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;
- 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; and
- Place a priority on technology investments that have the greatest positive impact expressed in financial, operational, or programmatic terms.

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. The Planning Team formed this shared set of assumptions based on the observations and perspectives of its members as validated through review and discussion over multiple planning sessions. They are not intended to be definitive or all-inclusive, but rather to provide an overview of the NLU environment along several important parameters:

- The University’s student populations;
- Its faculty, staff, and administration;
- The context for teaching and learning at the University;
- The communities it serves;
- Its current technology resources and support;
- Its financial and human resources; and
- The characteristics of the University’s facilities.

Together, the assumptions reached by the Planning Team identify the general starting point from which National-Louis will pursue its vision for technology’s future at the University.

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.
• 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 students who fall under the Americans with Disabilities (ADA) requirements for special accommodations.
• Many potential students are demanding low cost and convenience over quality in their university education.

Assumptions regarding Faculty and Staff
• 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 is not a high degree of peer mentoring among NLU faculty and staff in relation to technology.
• NLU students are connected to the institution through their relationships with individual faculty, 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 just begun to make significant use of technology to improve administration.
• The NLU operational environment has had a “silto” 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.

Assumptions regarding Curriculum and Instruction
• In addition to supporting traditional instructional methods, NLU must prepare to support 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 the existing resources are not sufficient to meet the needs of the faculty for developing and delivering fully online and/or technology-enhanced instruction.

Faculty may not be well-informed 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.

The ongoing renewal of teaching and learning with technology at NLU will involve redeveloping curricula and instructional methodologies based on student feedback, faculty experience, and real world events (e.g., new developments in technology and telecommunications, and their application to teaching and learning); thus, the University should fully integrate assessment methodologies into the development and delivery of online or technology-enhanced learning.

Online or technology enhanced courses are likely to involve more interactive and non-linear approaches to learning, allowing the student to have a more active role in designing his or her learning process.

Online or technology enhanced courses are also likely to involve a greater emphasis on performance-based learning outcomes as measures of their effectiveness, rather than more traditional metrics (e.g., credit hours).

The body of knowledge available via technology doubles every three years.

Community-related Assumptions

- National-Louis campuses serve culturally diverse urban and suburban communities.
- Schools, corporations, hospitals, human services agencies, other governmental agencies, and the military are some of the primary employers of NLU graduates.
- The University also serves international students and communities to some extent.
- NLU communities are characterized by highly competitive environments for higher education, in which NLU needs to better identify its desired identity or niche.
- The University is a significant player in disciplines such as education, as well as in the Chicago Public Schools and McLean military establishment and professional organizations.
- Most of the public recognition NLU receives stems from National College of Education (NCE) programs and faculty; however, NCE is losing ground in terms of the public recognition of its programs.
- 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 lacks a sense of itself as an institutional community, as opposed to a collection of individual campuses.
• 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.

Technology-Related Assumptions
• The NLU technology environment faces problems with the incompatibility of some of its technology resources (both hardware and software), as well as 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.
• 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 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 interactive television (ITV) at its campuses both within and outside of Illinois.
• NLU should move toward web conferencing as the future technology to support videoconferencing across its campuses.

Assumptions regarding Technology Support
• Help Desk services have improved, both in terms of hours of access and quality of response.
• The University does not have sufficient technology support staff at all of its locations to support the variety of technology resources available at those sites.
• NLU faculty and staff have insufficient access to technology training, including job-embedded training regarding the use of Banner systems.
• The University’s technical support staff also needs greater access to training in order to better support NLU’s technology environment, as well as the use of that environment by faculty, staff, and students.
• 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.
• Students at NLU may lack sufficient technical support to meet their needs.
• More effective and regular communication about the availability of hardware/software should be provided to the University community.
The University lacks a defined process for making hardware and software changes/upgrades to its computer labs.

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).
- The equity of the University’s process for allocating technology resources across its campuses and departments should be evaluated, with the results widely communicated.
- NLU should elevate the priority placed on 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 partnerships with both for-profit and non-profit organizations.
- Providing faculty and staff with more time for training and professional development is a significant resource challenge.
- The University faces other resource challenges in terms of finding sufficient funds to ensure competitive salaries and provide remuneration for continuing professional development.
- The library actively collects 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 smart classrooms, incorporating wired and wireless technologies, smart boards, 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 infrastructure of NLU’s non-Illinois campuses may be inadequate to meet their academic and administrative requirements.
- National-Louis should consider implementing smart boards and other interactive technologies in its conference rooms to increase the effectiveness of collaborative staff work.
- Expanded high-tech capabilities, including portable, wireless technologies, might allow NLU to attract outside groups to rent university facilities, but staff would be needed in addition to equipment in order to support this service.
- University facilities lack flexibly designed classrooms that can accommodate varying class sizes; they may also lack sufficient numbers of classrooms in general.
- Increased availability of public network access ports and/or wireless network access at NLU facilities would increase the flow of information and communication across the institution.
- The University should consider consolidating administrative functions and facilities while maintaining distributed student and employee services.
- Providing options for employees to establish home offices might help National-Louis to address some of its space limitations.
IT Goals and Strategies

The planning assumptions formed by the IT Strategic Planning Team identify the broad institutional context for its current technology environment, whereas the IT Vision Statement indicates the successful future National-Louis intends to achieve through its technology investments. The IT Goals and Strategies developed by the Planning Team offer a blueprint for starting to bridge the two - where we are (the planning assumptions), and where we want to be (the IT Vision Statement). They address many of the concerns raised throughout the planning process, such as technology-related professional development for faculty and staff and additional support for the development and delivery of online and technology-enhanced education. They also reflect a sensitivity to NLU's institutional values as indicated in the IT Guiding Principles by illustrating potential balance points between institutional efficiencies and programmatic needs. And finally, they connect directly with the technology initiatives of the UPG '03 planning process by providing a framework in which to initiate development of those initiatives in FY 2004 and continue their progress through FY 2006. (A review of the strategies under Goals 2 and 6 below will indicate how the major UPG '03 IT Plan projects and NLU's IT Strategic Plan map together.)

The Goals and Strategies identify the University’s strategic objectives for the use of technology to support NLU’s institutional mission and vision (the goals) and the major initiatives it must undertake to realize those objectives (the strategies). The Strategic Implementation Grid below sets them in context by highlighting the necessary elements for their implementation, including:

- Key performance indicators, which identify completion characteristics or milestones for progress (they provide a starting point for answering the question, “How will we know if we are achieving the goal?”);
- Dependencies, which are events that must take place or factors that must be addressed in order for implementation of a strategy to be possible;
- The responsible parties, which identify individuals, departments, and/or councils with primary responsibility for overseeing the accomplishment of particular strategies (the lead owner or owners are listed in bold type and have primary responsibility for ensuring implementation; strategy owners listed in regular type, if any, are responsible for coordinating with the lead owner(s) to plan and implement strategy elements that largely fall within their areas of authority); and
- A three-year implementation timeline, stated in terms of fiscal years (an “X” placed in any single FY column indicates completion of a task in that year, while “Xs” in multiple columns indicate multi-year or continuous efforts).

The Strategic Implementation Grid delineates the broad institutional efforts that must take place over the next three fiscal years in order for NLU to move toward its IT Vision. 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, NLU also undertook a tactical planning process for the IT strategies scheduled to begin during the first year of this Plan. The tactical plans focus on the operational roles, responsibilities, and activities different units within the Office of Information Technology and the University must fulfill over the coming fiscal year to ensure rapid, effective implementation of the given strategies. Units may still need to develop project plans to provide their staff with defined workloads in relation to given strategic initiatives, but the tactical plans provide the key action steps that the units must accomplish in order for NLU to achieve its first-year strategic objectives. The tactical plans are presented in Appendix A to the IT Strategic Plan.
<table>
<thead>
<tr>
<th>INFORMATION TECHNOLOGY GOALS FY 2004-2006</th>
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<th>FY 03 - 04</th>
<th>FY 04 - 05</th>
<th>FY 05 - 06</th>
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</thead>
<tbody>
<tr>
<td>1. 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.</td>
<td>1.1. Assess the varying technology environments across NLU in order to establish technology funding priorities.</td>
<td>None</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
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<td></td>
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<td>Sr. VP of Finance &amp; Admin. (Anthony Chaitin)</td>
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<td>Provost (John Brighton)</td>
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<td></td>
<td>1.2. Develop a budget plan for IT support and development that ensures consistent funding from year to year and enables full support of University goals. This plan will:</td>
<td>Adequate funds</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
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<td>Provost (John Brighton)</td>
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<td></td>
<td>1.3. Develop a systems upgrade plan that emphasizes analyzing and updating (automating) systems that are limiting operational efficiency.</td>
<td>Commitment from functional staff</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
<td>X</td>
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<td>Sr. VP of Finance &amp; Admin. (Anthony Chaitin)</td>
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<td>1.4. Continue to identify and participate in partnership opportunities.</td>
<td></td>
<td>Adequate funds</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>1.5. Establish a fund-raising development plan for academic technology, including in-kind as well as financial contributions, to support the IT funding model.</td>
<td></td>
<td>Staff availability</td>
<td>Director of Grants and Sponsored Projects (Chris Sorenson)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2. Create an institutional environment that uses technology to support NLU’s mission and overall strategic goals, with emphasis on University communication and access to student services.</td>
<td>• 100% use of email by full time faculty and staff achieved. • 50% use of email by adjunct faculty achieved. • Web-conferencing implemented. • Student survey regarding communications and services established. • Number of student complaints about services reduced. • Accuracy of reports from</td>
<td>2.1. Implement and maintain continuous communication with the NLU community.</td>
<td>Adequate funds</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
<td>X</td>
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<td></td>
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<td>2.2. Improve student understanding of services through regular communication.</td>
<td>Funding for &quot;Web for Students&quot;</td>
<td>VP of Enrollment Mgt. (Kelly Thompson)</td>
<td>X</td>
<td>X</td>
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<td></td>
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<td>2.3. Create and maintain information systems that are complete, accurate, and have appropriate access.</td>
<td>Staff availability</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>Sr. VP of Finance &amp; Admin. (Anthony Chaitin)</td>
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<td>University Registrar</td>
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<td>Administrative systems improved.</td>
<td>2.4. Provide all students, faculty, and staff support services in an online environment.</td>
<td>Funding for hardware and software Personnel resources</td>
<td>CIO (Ken Wittig) Sr. VP of Finance &amp; Admin. (Anthony Chaitin) Provost (John Brighton)</td>
<td>X</td>
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<td>100% of face-to-face services replicated online.</td>
<td>2.5. Standardize business processes and procedures, and then implement technology-supported systems that improve effectiveness and efficiency. Follow up with enforcement of the new procedures</td>
<td>Faculty approval of changes Administration approval of changes</td>
<td>CIO (Ken Wittig) Sr. VP of Finance &amp; Admin. (Anthony Chaitin) Provost (John Brighton) Deans of Colleges</td>
<td>X</td>
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<td>50% reduction in number of face-to-face contacts in Student Services &amp; Registrar’s Offices.</td>
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<td>Number of non-standard practices reduced by 50% per year.</td>
<td>2.6. Provide email for all students</td>
<td>Adequate funds</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
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<td>Number of automated processes increased by 10% per year.</td>
<td>2.7. Consolidate all university data onto SCT Banner by implementing all modules and using all appropriate features.</td>
<td>Adequate funds Commitment from University Administration</td>
<td>CIO (Ken Wittig) Sr. VP of Finance &amp; Admin. (Anthony Chaitin) VP of Enrollment Mgt. (Kelly Thompson) Provost (John Brighton)</td>
<td>X</td>
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### INFORMATION TECHNOLOGY GOALS FY 2004-2006

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<tr>
<td>3. NLU must continue to build its technology infrastructure, expand service to remote locations, and enhance all access services.</td>
<td>3.1. Provide consistent technology access and services for all NLU students, faculty and staff.</td>
<td>Policy changes</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td></td>
<td>Adequate funds</td>
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<td></td>
<td>3.2. Identify and record existing resources (e.g., equipment inventory, staff / faculty expertise, best and general practices).</td>
<td>Staff Availability</td>
<td>Technical Director (Travis Sjodin)</td>
<td></td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>CIO (Ken Wittig)</td>
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<td>3.3. Provide decentralized IT support services, where needed.</td>
<td>Adequate funds</td>
<td>Technical Director (Travis Sjodin)</td>
<td></td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>CIO (Ken Wittig)</td>
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<td></td>
<td>3.4. Provide a computer lab solution for full classes and walk-in students at all NLU campuses.</td>
<td>Evaluation of program and campus needs</td>
<td>Technical Director (Travis Sjodin)</td>
<td></td>
<td>X</td>
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<td></td>
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<td>Physical plant limitations</td>
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<td></td>
<td></td>
<td>Adequate funds</td>
<td>CIO (Ken Wittig)</td>
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<td></td>
<td>3.5. Establish a single student log-on for all NLU services available online (e.g., Banner, Pipeline, email).</td>
<td>Changes in University policy</td>
<td>CIO (Ken Wittig)</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>INFORMATION TECHNOLOGY GOALS FY 2004-2006</td>
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<td>3.6. Develop wireless technology for strategic uses (i.e. labs, conference rooms) on any NLU campus.</td>
<td>Adequate funds</td>
<td>Technical Director (Travis Sjodin)</td>
<td>X X X</td>
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<tr>
<td>3.7. Continue to upgrade remote access capabilities for faculty, staff, and students.</td>
<td>Changes in University policy Adequate funds</td>
<td>Technical Director (Travis Sjodin)</td>
<td>CIO (Ken Wittig) X X X</td>
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<tr>
<td>3.8. Provide faculty and staff with the option of “home office” capabilities (e.g., high-speed Internet access, phone / fax services, web conferencing services, etc.)</td>
<td>Adequate funds Communication Policy development Communication equipment Service availability</td>
<td>CIO (Ken Wittig) VP of Operations (Bill Roberts)</td>
<td>Technical Director (Travis Sjodin) X X X</td>
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<tr>
<td>3.9. Enhance conferencing capabilities to include audio, video and web.</td>
<td>Network improvements Adequate training Adequate funds</td>
<td>CIO (Ken Wittig)</td>
<td>X X X</td>
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| 4. Develop and maintain customer-service oriented IT support for students, faculty, and staff. | • Length of time needed to close 75% of help desk tickets is within 24 hours.  
• Semi-annual surveys are conducted to assess satisfaction with equipment, service, access and meeting/digital storage space on campus.  
• Needs assessment is designed and delivered, data is analyzed, and feedback is provided to academic and administrative units for determination of support needs. | 4.1. Provide support for faculty and staff who have exercised the option for “home office” capabilities (e.g.)  
4.2. Establish a process to ensure that the IT organization responds in a timely fashion to the needs of constituents at all NLU locations.  
4.3. Provide 24/7 technology application help for all NLU students, faculty, staff, and administrators. (Tactical consideration: Design an assessment tool and analysis method or key performance indicators of help desk operators.) | Communication  
Policy development  
Service availability  
Training  
Staff availability  
Adequate funds  
Training of support staff  
Staff availability  
Infrastructure development | CIO (Ken Wittig)  
Manager, Help Desk (James Kelher)  
Technical Director (Travis Sjodin) | X | X | x |
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<td></td>
<td>The effectiveness of IT support services in meeting college, dept., and/or individual needs is represented as one item on the annual OIT satisfaction survey of students, faculty, and staff.</td>
<td>4.4. Develop strategies for continuous training of OIT staff in customer service and professional development.</td>
<td>Training</td>
<td>CIO (Ken Wittig) Manager, Help Desk (James Kelher)</td>
<td>X</td>
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<td></td>
<td>Evaluation criteria for OIT staff have been established.</td>
<td>4.5. 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 (Ken Wittig) VP of Human Resources (Kathy Tooredman)</td>
<td>X x</td>
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<td></td>
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<td>4.6. Adapt IT support services to meet specific college, department, and individual needs.</td>
<td>Adequate funds</td>
<td>CIO (Ken Wittig), in collaboration with other departments</td>
<td>X</td>
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<td>4.7. Develop a systematic means of communication with students, faculty, and staff about available IT resources and services</td>
<td>Policy changes</td>
<td>CIO (Ken Wittig) Student Affairs Deans VP of Human Resources (Kathy Tooredman)</td>
<td>X x</td>
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<td>4.8. Develop system to provide learning and support materials to support and enhance classwork and research.</td>
<td>Adequate funds</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
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<tr>
<td>4.9. Provide sufficient technical / functional application support staff in the computer labs to meet users' needs.</td>
<td>Staffing</td>
<td>CIO (Ken Wittig)</td>
<td>X X</td>
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<td>5. Provide a professional development program regarding technology for faculty and staff that:</td>
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<td>• Is based on needs analysis and employee competencies</td>
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<td>• Is integrated into employees’ work</td>
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<td>• Includes follow-up training and coaching</td>
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<td>• Reflects the realities of job functions</td>
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<td>• Recognizes and rewards participation</td>
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<td>• Reflects best practices, and</td>
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<td>• Results in real use / application.</td>
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<td>5.1. Utilize assessment tool to identify needs and establish multiple competency levels based on position requirements for:</td>
<td>Support from:</td>
<td>Faculty: Provost (John Brighton)</td>
<td>X X X</td>
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<td>• Faculty – Which involves establishing program-related technology competencies that would assist faculty in performing their duties and further the University mission through increased or improved academic programming</td>
<td>• HR</td>
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<td>• Staff – Which involves establishing technology competencies based on the skills required for a staff person to perform his or her job at an adequate level</td>
<td>• OIT</td>
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<td>• Subscription rate increases by 10% each year over two fiscal years.</td>
<td>• Provost’s Office</td>
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<td>• 70% satisfaction rating registered among participants in IT training programs.</td>
<td>• Senate</td>
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<td>• Assessment tool developed and implemented.</td>
<td>• Professional Dev. Cmte.</td>
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<td>• Base technology competencies for faculty and staff established.</td>
<td>• Graduate Council</td>
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<td>• Support from:</td>
<td>• Staff Council, and</td>
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<td>in developing or identifying the tool, establishing competency levels based on role, and implementation.</td>
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<td>5.2. Create and implement a program and appropriate structures to provide initial training and ongoing professional development (e.g., Learning Objects / modular courses and programs to support self-paced and just-in-time learning).</td>
<td></td>
<td>Support from: HR, OIT, Provost’s Office, Senate, Professional Dev. Cmte., Graduate Council, Staff Council</td>
<td>Internal capacity to provide adequate levels of support</td>
<td>Staff: VP of Human Resources (Kathy Tooredman) – Assessment, oversight, design, and implementation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5.3. Formalize an institution-wide structure to encourage faculty and staff participation in IT training by recognizing and/or rewarding their 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.</td>
<td></td>
<td>Support from: HR, Provost’s Office, Senate, Staff Council</td>
<td>Internal capacity to provide adequate levels of support and funding.</td>
<td>Faculty: Provost (John Brighton)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5.4. Ensure that new faculty and staff have minimum technology competencies when they start at NLU as appropriate.</td>
<td></td>
<td>Competencies established per 5.1</td>
<td></td>
<td>Faculty: Provost (John Brighton)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- Institutional & unit strategic plans reflect increased use of technology.
- Professional development incentives institutionalized
- Job descriptions reflect increased requirements of technology skills.
- Focus groups conducted on increased and improved Univ. communications indicate positive general consensus.
- Increased adoption of standardized internal communication channels.
<table>
<thead>
<tr>
<th>INFORMATION TECHNOLOGY GOALS FY 2004-2006</th>
<th>KEY PERFORMANCE INDICATOR(S)</th>
<th>INFORMATION TECHNOLOGY STRATEGIES</th>
<th>DEPENDENCIES</th>
<th>RESPONSIBLE PARTY (Strategy Owner)</th>
<th>FY 03 - 04</th>
<th>FY 04 - 05</th>
<th>FY 05 - 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5. Provide opportunities to improve internal communications regarding professional development (e.g., standardized communications channels such as newsletters and an intranet; small group working teams)</td>
<td>Adequate funding</td>
<td>Academic &amp; administrative management decisions regarding standardized communication channels for NLU-related information</td>
<td>CIO (Ken Wittig)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1. Define and address training needs to leverage technology-enhanced learning</td>
<td></td>
<td></td>
<td>VP of Human Resources (Kathy Tooredman)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2. Increase the number of successful online programs</td>
<td>R&amp;D and return-on-investment (ROI) considerations</td>
<td>Final determination of the revised University Mission</td>
<td>UTC e-Learning Subcmte. (Proposed new subcmte.)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3. Provide students and faculty with easy access to online services</td>
<td>Implementation of Strategy 2.4 - Provide all student, faculty, and staff support services in an online environment</td>
<td></td>
<td>Online Learning Office (Proposed new unit)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Completed report on current assets and expertise produced.
- Percentage of faculty & staff participating in training activities
- Percentage of faculty participating in study groups
- Percentage of faculty and staff with very good or expert capabilities
- Number of faculty participating in online learning
- Number of successful online degree programs
- Percentage of
<table>
<thead>
<tr>
<th>INFORMATION TECHNOLOGY GOALS FY 2004-2006</th>
<th>KEY PERFORMANCE INDICATOR(S)</th>
<th>INFORMATION TECHNOLOGY STRATEGIES</th>
<th>DEPENDENCIES</th>
<th>RESPONSIBLE PARTY (Strategy Owner)</th>
<th>FY 03</th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>students utilizing online services</td>
<td>• Satisfaction with online services • Increased number of successful online programs • Availability of online services • Percentage of students accessing online capabilities</td>
<td>Continued upgrades to portal software Adequate funds</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</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. As noted previously, NLU’s institutional and IT strategic planning efforts have taken place along parallel tracks, presenting a unique challenge to aligning those processes. However, the joint participation by members of the IT Strategic Planning Team in the UPG ’03 process helped to maintain consistency between NLU’s emerging institutional plan and its IT strategic plan. 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 IT Strategic Planning Team used these institutional planning assumptions as a basis for determining strategic alignment between the technology strategic plan and the emerging 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 IT Planning &amp; Budgeting</th>
<th>2 Administrative Systems &amp; Student Svcs.</th>
<th>3 IT Infrastructure</th>
<th>4 IT Support Services</th>
<th>5 IT Training for Faculty &amp; Staff</th>
<th>6 Priorities for e-Learning</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></td>
</tr>
<tr>
<td>IV. Develop Partnerships</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>V. Offer High-Quality</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student-Centered Programs &amp; Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Develop &amp; Retain</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty, Staff, &amp; Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII. Attain Fiscal Viability</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
NLU Institutional Planning Assumptions

The seven planning assumptions written in 2000 by the University Planning Committee (UPC) have been 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 [PLANS BY] 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 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 (UTC) 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 Plan’s progress. 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.

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 Information Technology Strategic Planning Team developed NLU’s IT Strategic Plan for FY 2004-2006. The University Technology Council, a representative group of faculty, staff, and administrators from across National-Louis, formed the core of the Team. The Council invited additional faculty, staff, and administrative representatives to join the team to ensure an appropriate range of perspectives were represented.

The IT Strategic Planning Team

Michael Benoliel ................................................... Faculty, College of Management & Business
Robert Bracki .............................................................. Faculty, College of Arts & Sciences
John Brighton ................................................................. Provost
Mark Burnette ............................................................... Faculty, Coordinator of Interlibrary Loan/Circulation
Anthony Chaitin .............................................................. Senior Vice President, Finance & Administration
Brian Fabes ................................................................. Vice President, Planning
Don Grady ................................................................. Associate Provost
(MFormer Associate Dean, College of Management & Business)
Marianne Handler .......................................................... Faculty, National College of Education
Elizabeth Hawthorne .................................................... Dean, National College of Education
Joseph Lanni ................................................................. Associate Vice President, Institutional Research
George Litman .............................................................. Associate Dean, College of Arts & Sciences
Darryl L. Lockett ............................................................. Assistant General Counsel
Nancy McKeating .......................................................... General Counsel
Leslie McKenzie ............................................................ Director, Administrative Computing, OIT
Kathryn Miller .............................................................. Faculty, Senate Academic Technology Council;
Co-Director of Electronic Resources (University Library)
Todd Price ................................................................. Faculty, National College of Education
William Roberts ............................................................. Vice President, Operations
Travis Sjedin ................................................................. Technical Director, OIT
Gabriele Strohschen ......................................................... Faculty, Adult & Continuing Education, College of Arts & Sciences
Kathy Tooredman .............................................................. Vice President, Human Resources
Kelly Thompson ............................................................. Vice President, Enrollment Management
Victoria West-Pawl ......................................................... Faculty, Coordinator of Library Services for Distance Education
Kenneth Wittig ............................................................. Chief Information Officer
Travis Wynberry .............................................................. Director, Academic Computing, OIT
Jarret Cummings 1 ............................................................. Planning Process Facilitator

Following the IT strategic planning process, several NLU administrators worked together to develop tactical plans to support implementation of the University’s first-year IT strategies. The Tactical Planning Team met from March – April, 2003, to identify the operational steps that NLU units will need to accomplish in order to ensure effective initiation of the IT Strategic Plan during FY 2004.

1 Consultant, Collegis Strategic Services
Creating a Dialog with the NLU Community

Faculty, Staff, and Student Focus Groups

The planning process facilitator conducted focus groups with faculty, staff, and students throughout the planning process. The purpose of these discussions was to provide the IT Strategic Planning Team with feedback from the NLU community regarding technology issues, interests, and concerns. The facilitator shared the results of these discussions with the Planning Team as he completed each round of focus groups, and then reviewed them with the Planning Team in summary form at the start of each subsequent planning session. The Team incorporated the feedback it received from the focus groups in each stage of the IT Strategic Plan’s development, from vision to planning assumptions, to goals and strategies.

Each 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?

Focus group participants represented the following departments and offices within the University:

2 Consultant, Collegis Strategic Services
<table>
<thead>
<tr>
<th>Accounting Program</th>
<th>Baker Demonstration School</th>
<th>Campus Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development</td>
<td>Center for Academic Development</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>College of Management &amp; Business</td>
<td>Computer Information Systems Program</td>
<td>Educational Psychology Program (National College of Education)</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>General Counsel</td>
<td>Illinois Teacher Education Partnership (National College of Education)</td>
</tr>
<tr>
<td>International Business Program</td>
<td>Media Center (Chicago Campus)</td>
<td>Natural Science Program</td>
</tr>
<tr>
<td>Office of the Provost</td>
<td>Student Recruitment</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Social Science Program</td>
<td>Technology in Education Program (National College of Education)</td>
<td>University Library</td>
</tr>
</tbody>
</table>