Technology Strategic Plan
2011-2013

May 19, 2010
Introduction

Message from President Gilmour

Dear Colleagues,

Technology touches everything we do at Wilkes University. Faculty members produce podcasts with their students. Students register for classes and pay tuition online. Class assignments are submitted electronically. Many of the classes in our graduate programs meet in cyberspace. There are many more examples, but one point is clear: Technology has never been more important to what we do as a University.

This document outlines a strategic plan for information technology here at Wilkes. Gloria Barlow, chief information officer, and the strategic planning team, comprised of the IT Committee membership, conducted a strategic planning process that began in December 2009. It included focus group meetings to gain input and insights from students, faculty and staff, planning sessions and the formation of tactical teams involving 29 representatives from throughout the University community. This plan is the result of their excellent work. I would like to take this opportunity to thank those involved in the process for their time and commitment.

In this digital age, using information technology must be a strategic tool in reaching our goals as an institution. We already have made an investment in technology at Wilkes and a robust infrastructure is in place. The plan emphasizes what we must do to maximize that investment to make Wilkes a stronger and more competitive institution. There will be a greater emphasis on sharing information about how to make use of existing technology and on collaboration to share that knowledge. The information technology strategic plan provides us with a blueprint for achieving these goals.

The plan also aligns with the strategic initiatives set forth in Vision 2010, the University’s strategic plan. When its successor plan, Vision 2015, is adopted at Wilkes, this Technology Strategic Plan will be reviewed and re-aligned with the strategic plan elements.

Please join me in the important work of establishing innovative ways to use technology in the ways we teach, conduct business and serve our constituents.

Sincerely,

Joseph E. (Tim) Gilmour
President

May 19, 2010
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Executive Summary

This Technology Strategic Plan articulates Wilkes University’s technology strategic direction for fiscal years 2011 through 2013. The ultimate purpose of the plan is to enhance the use of technology to support the University’s overarching goal of being recognized as a premier small university in the Mid-Atlantic Region, dedicated to academic excellence through mentoring.

The Wilkes University technology direction will be guided by the following four strategic goals:

**Goal #1: Through innovative utilization of technology advance Wilkes University’s efforts to distinguish itself as a teaching, learning, and scholarly leader.**

This goal will be achieved by improving instructional technology, collaboratively identifying specific academic program needs, coaching and supporting faculty and students, and optimizing support for students and faculty in all technologies.

**Goal #2: Provide effective and efficient technology tools, services, and related business processes that will enable Wilkes University’s administration to be identified as a preeminent organization in the forefront of innovation.**

This goal will be achieved by conducting business process improvement, identifying and assessing document management needs, establishing a data dictionary, and by documenting and reviewing existing information sources and reporting needs.

**Goal #3: Provide access to constituent-driven technology learning and development opportunities that will develop Wilkes University’s faculty and staff into leaders in effectiveness and innovation.**

This goal will be achieved by conducting an institutional technology training needs analysis, establishing a centralized training source, establishing a training implementation plan, and actively incorporating training as a principal element of all technology project.

**Goal #4: Foster a systemic and collaborative partnership between technology and campus constituents by clarifying and improving the existing technology governance processes.**

This goal will be achieved by ensuring an effective technology governance structure, improving the communications plan for two-way communications, establishing a Project Management Office, and establishing a process for project requests and tracking.

The Wilkes University Technology Strategic Plan was developed in a collaborative and cross-functional environment designed to elicit input from all institutional stakeholders. The Strategic Planning Team (SPT) sought feedback from all members of the institution through the use of focus groups and individual vetting sessions. The external environment was also reviewed to provide the team with insight into current and future technology trends in higher education.
As the team began to form the foundational planning elements, some primary themes emerged. These themes were driven by the realization that Wilkes University has a strong and reliable technology infrastructure and support system. The current state of technology at Wilkes is in no small part a reflection of the work done in response to the last Technology Strategic Plan. The themes that emerged began to drive the discussions related to the challenges and opportunities relevant to the development of the new plan. These themes are briefly described below:

- **Better understanding of technology use throughout the University.** The planning team found that there are groups who are realizing great success in utilizing technology tools, but those successes are not being shared or leveraged throughout the institution. There are other examples where multiple tools are being utilized for the same purpose. In these examples a common tool may provide the needed functionality while improving service and decreasing the overall cost to the institution.

- **Innovation and improvement.** The team recognized that having access to technology is only the first step, and Wilkes must also seek innovative solutions and approaches to solve problems, create opportunities and achieve continuous improvement. The University must look outside of its normal boundaries and seek innovative practices from both internal and external sources.

- **Technology professional development.** It was clear to the team that having technology tools available is not sufficient, as additional knowledge and technical skills are needed to use the tools effectively. This is also where the previous themes begin to become interdependent. The SPT acknowledged that technology training can be effective only if the technology and training needs of all constituents are assessed. Innovative, and varied, training delivery methods that are driven by the diverse needs, learning styles, and schedules of Wilkes’ diverse constituents must be identified.

- **Need for a technology environment that is inclusive, participatory, and very well communicated.** The SPT identified the need for a technology governance system that will create partnerships between technology support groups and the constituents that they serve. Such a system would provide a means for collecting input from the University community on technology decisions and provide effective communications related to the status of technology projects and initiatives. The SPT recognized that such governance and planning processes must be transparent to the campus community.

These themes, along with the governing values and guiding principles, are the foundation on which the technology mission, vision, and four strategic goals were developed. These goals will establish the technology direction for the next three years, but the effort does not conclude with this Plan. This Plan must be adaptable to a constantly changing environment, which is impacted by volatile external conditions and changing institutional initiatives and needs.

This Plan will undergo an annual review and adjustment process that will keep the plan aligned with the institutional strategic plan and overall direction changes of the institution. It must also take into account the opportunities that emerging technologies such as mobile and cloud computing, open content, electronic books, and augmented reality can deliver to the institution.

This Plan itself will not necessarily invoke the desired change needed to realize the technology vision. Tactical steps must be taken to assure that daily actions and activities begin to be driven by the strategic goals and objectives. As part of that effort, the Plan includes implementation grids for each of the four strategic goals. The grids are designed to assist Wilkes in tracking progress while we work to achieve the goals. Although not part of this plan, a supplemental section is also included to define the need for operational planning that is driven by the strategic technology goals and objectives.

May 19, 2010
The following sections provide a detailed account of the background, activities, participants, planning elements, goals and objectives of this plan. This is Wilkes University’s plan for technology in the near future and is designed to drive the institution to a new level of innovation and excellence.
Technology’s Impact on the Wilkes University Community

Every aspect of life at Wilkes University is impacted by the technology integrated into constituents’ daily activities both on and off campus. Our students, faculty, staff, and alumni use technology in the classroom, the library, residence halls, administrative offices, laboratories, at home, on the road, and around the world. Whether technology is used to check email, to register for classes, to keep track of dining dollars, to enrich the online learning experience, or to receive campus announcements, technology tools are an integral part of our campus activities.

The Wilkes community demands that its technology tools be reliable, efficient, accessible, and agile. The University’s technology strategy must be responsive to these demands while moving the institution forward in a way that will allow it to meet future needs.

Driving innovation and offering technology tools that support our success directly enables Wilkes to be at the forefront of its competitors. It is essential that the technology strategy be aligned with and be supportive of the University’s strategic vision and goals. It must also provide for realization of potential benefits from existing campus technologies while exploring those emerging technologies that will strategically provide Wilkes with a competitive advantage.

Additional drivers that require a strategic approach include rapidly changing constituent expectations, evolving student demographics, and uncertain economic conditions. Because the last Technology Strategic Plan ended in 2008, it was critical that a new Wilkes University Technology Plan be developed.

Embarking on a New Technology Strategic Plan

The Information Technology Committee (ITC) began this strategic planning initiative during the Fall 2009 semester. The ITC first reviewed the accomplishments of the last IT Strategic Plan, which concluded in 2008. The ITC recognized that plan’s significant achievements, predominantly the enhancements made to Wilkes’ infrastructure, core systems, and introduction of new instructional technologies. It also acknowledged that additional work remains, particularly in the areas of communications and faculty/staff development.

The ITC also needed to identify and select a strategic planning methodology that would meet the needs of the institution. After considering available options, the team decided to utilize SunGard Higher Education’s Advisory Services to assist in the development of this Technology Strategic Plan.

The Strategic Planning Methodology

The planning methodology provided a means for the cross-functional Technology Strategic Planning Team (SPT) to examine and explore:

- The current role of Information Technology Services (ITS), the campus’ technology organization;
- The current state, use, and perceptions of technology tools and services at the University;
- A future vision of the role of technology for all campus stakeholders;
- A future vision of the support of ITS; and **most importantly,**
- what, **specifically,** the University must do to successfully make the transition to achieve the future vision.
Wilkes University’s Technology Strategic Plan and its implementation strategy emerged from the following planning elements:


2. Establishing Technology Values and Guiding Principles.

3. Creating a “future state” vision of how the use of technology, in its broadest definition, will become a strategic component of success in support of the University’s vision, mission, and goals.

4. Analyzing the current technology environment and context in which the Technology Strategic Plan is being developed. This analysis included developing a current technology state framework, planning assumptions, environmental review, focus groups, and a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.

5. Developing goals and objectives, aligned with Wilkes’ current vision, mission, and goals, to enable the University to advance toward its desired “future state” in accordance with the technology values and guiding principles, and transform this vision into reality.

6. Establishing an implementation grid that will facilitate the execution of the Technology Strategic Plan.

7. Communicating the adoption of the Technology Strategic Plan to the entire Wilkes University community and beginning its implementation.

8. Committing to review the Technology Strategic Plan on an annual basis and adjusting its goals and objectives as necessitated by the University’s strategic goals.

**Developing the Technology Strategic Plan**

The Technology Strategic Planning Team (SPT) comprises the membership of the ITC, which officially began the planning process in December 2009 and finalized the Technology Strategic Plan in March 2010.

The SPT’s first planning session included taking part in SunGard Higher Education’s Enterprise Strategy Framework Workshop (Appendix A). The Framework Workshop provided the planning team with a subjective assessment of the institution’s functions based on the strategic value and operational status for each. The resulting framework grid assisted the planning team in visualizing the institution’s status relative to its goals and objectives.

The SPT also sponsored fourteen Focus Groups, providing a range of opportunities from a broad cross section of the campus to participate and share opinions. A mix of faculty, students, and staff participated in the facilitated feedback sessions.

The current technology environmental snapshot that emerged from the focus group sessions was a valuable tool and point of reference for the SPT members. The feedback was considered throughout the entire planning process. A summary of the participants’ comments and feedback are provided in Appendix B.
The SPT engaged in face-to-face planning sessions and virtual (online) meetings throughout the planning process. The team developed the technology mission, vision, values, guiding principles, and strategic goals. The SPT was also responsible for charging the Tactical Planning Teams (TPT) with the task of developing objectives and an implementation grid for each strategic goal.

The SPT is the owner of all the content within this Technology Strategic Plan. The thoughtfulness, creativity, and critical analysis contained in this plan is the result of each team member’s commitment to the process and to the University.
### The Technology Strategic Planning Team Participants

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
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<tbody>
<tr>
<td>Gloria M. Barlow</td>
<td>Chief Information Officer</td>
<td>Janine Becker</td>
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<td>Janine Becker</td>
<td>Student Services Center</td>
<td>Petra Carver</td>
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<td>Petra Carver</td>
<td>Vice President</td>
<td>Finance &amp; Support Services</td>
</tr>
<tr>
<td>Henry Castejon</td>
<td>Chemistry</td>
<td>Jennifer Edmonds</td>
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<td>Jennifer Edmonds</td>
<td>Sidhu School of Business</td>
<td>Michael Garzella</td>
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<td>Michael Garzella</td>
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<td>Thomas Hamill</td>
<td>English</td>
<td>Vernon Harper</td>
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<td>Vernon Harper</td>
<td>Associate Provost</td>
<td>Bill Jones</td>
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<td>Bill Jones</td>
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<td>Janet Kobylski</td>
<td>Controller’s Office</td>
<td>Daniel Longyhore</td>
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<td>Daniel Longyhore</td>
<td>Pharmacy</td>
<td>Blake Mackesy</td>
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<td>Michael Speziale</td>
<td>Graduate Studies</td>
<td>John Stachacz</td>
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<td>John Stachacz</td>
<td>Farley Library</td>
<td>Reynold Verret</td>
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<td>Reynold Verret</td>
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<tr>
<td>Tom Weeks</td>
<td>ITS, Sungard Higher Education</td>
<td>Mirko Widenhorn</td>
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<tr>
<td>Mirko Widenhorn</td>
<td>Alumni</td>
<td>Robert Wheeler, Enterprise Architect</td>
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<td>Robert Wheeler</td>
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<td>Facilitator</td>
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<td>Enterprise Architect Facilitator</td>
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<tr>
<td>Mark Allen</td>
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<td>Sungard Higher Education</td>
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<td>Mark Allen</td>
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### A Tactical Perspective

Following the development of the strategic mission, vision, values, principles, and goals, the objectives to achieve those goals needed to be developed. The Tactical Planning Team (TPT), assembled from a broad cross-functional representation of the campus, was given the specific responsibility of developing the tactical objectives that will facilitate the realization of the four Technology Strategic Goals.

The TPT was also directed to work within the boundaries set by the SPT, including the technology mission, vision, values, and guiding principles. The TPT developed the tactical objectives along with the implementation grids that will be used to facilitate implementation of the four Technology Strategic Goals. Every member of this team brought a unique perspective to the process and each had a profound impact on the development of the objectives and implementation grids.
The Tactical Planning Team Participants

Gloria M. Barlow  Troy Adair  Janine Becker
Chief Information Office  Sidhu School of Business  Student Service Center
Sharon Castano  Theresa Cochran  Jennifer Edmonds
Student Development  Procurement  Sidhu School of Business
Michael Fox  Thomas Hamill  Joseph Housenick
Admissions  English  Human Resources
Susan Hritzak  Julia Itani  Bill Jones
Registrar  ITS, Sungard Higher Education  Graduate Studies
Matthew Koch  Blake Mackesy  Jamie Miller
ITS, Sungard Higher Education  Learning Center  Student Development
Barbara Moran  Lyndi Moran  Ikram Muhammad
Education  Public Safety  ITS, Sungard Higher Education
Joseph Nalbone  Julie Olenak  Kristin Pitt
ITS, Sungard Higher Education  Pharmacy  Farley Library
Kristine Pruett  Rodney Ridley  Gisele Romanace
Education  Engineering  Farley Library
Eric Ruggiero  Michael Speziale  Christopher Stanley
Integrative Media  Graduate Studies  ITS, Sungard Higher Education
Jacqueline Stewart  John Sumoski  Tom Weeks
Nursing  Athletics  ITS, Sungard Higher Education

Robert Wheeler, Enterprise Architect
Facilitator
Sungard Higher Education

Wilkes University’s Technology Mission, Vision, Values, and Guiding Principles

The Strategic Planning Team developed the core planning elements, including the technology mission, vision, values, and guiding principles, during a series of facilitated planning sessions. The activities within the sessions included a wide variety of interactive discussions and exercises. The activities provided a means for the team to assimilate the available institutional and environmental data and develop the following planning elements along with the four Wilkes University technology goals.
**Mission of Technology:**

To provide technology resources and support that enhance the academic, administrative, and scholarly experiences for the entire Wilkes University community that enable Wilkes to distinguish itself from its competitors through the innovative use of technology.

**Vision for Technology:**

Reliable and agile technologies and services that strategically support the Wilkes University mission and are selected, implemented, and supported in a collaborative environment, inclusive of all the University’s stakeholders, to support an environment of excellence and achievement throughout the institution.

**Values**

- Student learning and success are the critical focal points for everything we do.
- Reliability and dependability of technology systems and services are essential characteristics for success.
- Effective communications with the campus community are critical to our success.
- Decisions about information technology resource allocations are made in a collaborative manner.

**Guiding Principles**

- Information technologies will enable innovation in teaching and learning.
- The uniqueness and specific needs of academic programs will drive the selection and use of instructional technologies.
- The selection and implementation of technology will support stakeholder-defined needs and requirements.
- Information technology services will support the effort to continuously improve operational processes.
- Information technology services will provide seamless access to, and delivery of, rich and interactive educational content to the community.
- Access to professional development opportunities for faculty and staff is critical to the effective and efficient use of information technology resources.
- Information technology services provide flexible and reasonable levels of assistance to all stakeholders.
- Resources to become proficient in using technology to enable success will be accessible and available to all members of the community.
Wilkes University’s Technology Goals

This Technology Strategic Plan describes Wilkes University’s future direction for technology through the adoption of the following four strategic goals.

Goal #1

Through innovative utilization of technology advance Wilkes University’s efforts to distinguish itself as a teaching, learning, and scholarly leader.

Identifying, supporting, and continuously improving instructional and online technologies that are selected based on the needs of specific programs, disciplines, and courses will achieve this goal. Standardizing and improving smart classroom and computer lab technology, providing secure online access to technology services, fostering cross-communication and collaboration, and monitoring the technology horizon for emerging trends will further ensure this goal’s success.

Goal #2

Provide effective and efficient technology tools, services, and related business processes that will enable Wilkes University’s administration to be identified as a preeminent organization in the forefront of innovation.

Initiatives intended to identify opportunities for improving and automating enterprise-wide business processes are necessary to accomplish this goal. Additional attention to the identification, documentation, and review of enterprise reporting needs and delivery methods is also essential to this goal’s accomplishment.

Goal #3

Provide access to constituent-driven technology learning and development opportunities that will develop Wilkes University’s faculty and staff into leaders in effectiveness and innovation.

The first step in achieving this goal is to conduct a comprehensive analysis of the technology training needs. The resulting data from this analysis will be the key element to drive the creation of centralized technology training resources and the establishment of professional development plans that focus on the use of technology to enhance teaching, learning, and performance throughout the University.

Goal #4

Foster a systemic and collaborative partnership between technology and campus constituents by clarifying and improving the existing technology governance processes.

A campus-wide effort to develop a transparent, clearly communicated, effective technology governance structure characterized by collaboration, partnerships and effective communications is essential to establishing technology priorities, facilitating decision making, and ensuring cost-effective technology acquisitions. The governance efforts will be further enhanced with the establishment of a Project Management Office that will be charged with managing approved technology projects.
Supporting the Wilkes Mission and Vision

The Technology Strategic Planning Committee recognizes that information technology at Wilkes is not a goal unto itself, but a critical tool for the success of all campus constituents. The success of the Technology Strategic Plan will be achieved by effectively supporting the University’s mission and vision.

Looking Toward the Future

The goals in this Technology Strategic Plan are aligned with the strategic initiatives set forth in Vision 2010, Wilkes’ current strategic plan, which concludes at the end of this academic year. A Strategic Planning Committee, composed of broad representation across the campus community, is currently planning the development and implementation of its successor plan, Vision 2015. The goals and associated objectives included in this Technology Strategic Plan will be reviewed and realigned with the Vision 2015 strategic plan elements following its adoption.
**Strategic Goal Alignment**

Aligning the Technology Strategic Goals with Wilkes’ institutional strategic initiatives is an essential component of this technology strategic planning process. The goals in this plan are aligned with Wilkes’ current strategic initiatives, outlined in Vision 2010, while the next institutional plan, Vision 2015, is being developed. As noted above, the goals and associated objectives included in this plan will be reviewed and aligned with Vision 2015’s strategic elements as soon as the plan has been completed and adopted.

Vision 2015 is an obvious driver for review of the Technology Strategic Plan, but environmental, economic, demographic, and competitive drivers must also be considered. The planning process calls for annual review of the goals and objectives and serves as a tracking mechanism for progress and adjustments as needed. Wilkes’ Technology Strategic Plan is designed to be a living document, adaptable to Wilkes’s continuously changing environment.

**Implementing the Strategic Plan**

The following Technology Strategic Plan implementation grids contain information that will assist the impacted departments/functions in achieving their goals and ultimately realizing their vision. Institutional departments and functions will develop tactical work plans that are aligned with this strategic plan and ensure the realization of each goal.

The following elements are included in the implementation grid:

- **Goals** include the four technology goals set by this plan for 2011-2013.
- **Key Performance Indicators** identify completion characteristics or milestones of progress for each goal.
- **Objectives** associated with each goal identify implementation actions.
- **Dependencies** are those events or environments that must take place or be in existence before implementation of an objective can begin.
- **Responsible Party** identifies the individual, department, or council that has responsibility for each of the objectives. Typically it will be the responsibility of these individuals or groups to develop the annual tactical work plans and appropriate budget requests for each of the assigned objectives as well as project plans. Where multiple owners are listed, the first individual or group listed has primary responsibility for ensuring the implementation of the objective.
- **FY** (Fiscal Year) shows the implementation timeline for each strategy. An “X” placed in any single FY column indicates completion of a task in that year. The appearance of X’s in multiple FY columns indicate multi-year efforts.
- **Progress** is to be documented as implementation of the strategies occurs.

The goals, key performance indicators, and objectives included in this plan are dynamic and will be evaluated and adjusted continuously throughout the life of this plan.
**Goal 1:** Through innovative utilization of technology advance Wilkes University’s efforts to distinguish itself as a teaching, learning, and scholarly leader.

**Key Performance Indicator(s):** % of classrooms equipped with smart technology, % of courses in which academic technology is incorporated, % of faculty scoring “Receiving optimal support for IT” on satisfaction survey, established process reviewing unmediated discourse and qualitative feedback from faculty and students on learning process and outcomes

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>DEPENDENCIES</th>
<th>RESPONSIBLE PARTY OWNER(S)</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>1.1. Inventory, standardize, and continuously improve smart classroom and computer lab technology and space configurations.</td>
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<td>TBD by Goal 4 (Governance) ITS</td>
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<td>1.2. Collaboratively identify specific academic technology needs by program, discipline and courses, and establish implementation plans.</td>
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<td>TBD by Goal 4 (Governance) Instructional Technology</td>
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<tr>
<td>1.3. Establish a process for coaching and supporting faculty and students in the use of program/discipline-driven technology tools.</td>
<td></td>
<td>Instructional Technology Director of Teaching Commons</td>
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<td>1.4. Review and improve the process of identifying students requiring adaptive technologies.</td>
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<td>University College Director</td>
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<td>1.5. Establish the means needed to continuously monitor the technology horizon for creative and innovative solutions that meet institutional needs.</td>
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<td>CIO Director of Teaching Commons</td>
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<td>1.6. Provide faculty and students with secure online access to institutional technology and services needed for their success.</td>
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<td>ITS</td>
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<td>1.7. Promote academic and technology cross-communication and collaboration in support of identified program needs.</td>
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<td>TBD by Goal 4 (Governance) Instructional Technology</td>
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<td>1.8. Provide optimal support for instructional technology that enhances traditional courses.</td>
<td></td>
<td>Instructional Technology Director of Teaching Commons</td>
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<tr>
<td>1.9. Provide optimal support for online course development and maintenance.</td>
<td></td>
<td>Instructional Technology Director of Teaching Commons</td>
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**Goal 2: Provide effective and efficient technology tools, services, and related business processes that will enable Wilkes University’s administration to be identified as a preeminent organization in the forefront of innovation.**

**Key Performance Indicator(s):** % of business processes analyzed/improved, % of business units utilizing workflow, # of standardized reports

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<th>RESPONSIBLE PARTY OWNER(S)</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>2.1 Conduct business process improvement initiatives throughout the entire institution and implement workflow to automate the improved processes.</td>
<td></td>
<td>Business User Group Chair (Revised Membership)</td>
<td></td>
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<tr>
<td>2.2 Identify and assess the institutional document management needs and available solutions, and establish an implementation plan.</td>
<td></td>
<td>Business User Group – Chair (Revised Membership)</td>
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<tr>
<td>2.3 Establish an institutional data dictionary.</td>
<td></td>
<td>Data Standards and Governance Committee - Chair</td>
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<tr>
<td>2.4 Identify, document and review existing institutional information sources and reporting needs, and establish a standardized reporting methodology that includes appropriate and secure access to institutional data.</td>
<td></td>
<td>IT Committee – Chair Data Standards and Governance Committee - Chair</td>
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May 19, 2010
Goal 3: Provide access to constituent-driven technology learning and development opportunities that will develop Wilkes University’s faculty and staff into leaders in effectiveness and innovation.

Key Performance Indicator(s): % of faculty using course management system, % positive responses on training session surveys, # of emerging technology forums offered annually, established process reviewing qualitative feedback from faculty and staff

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<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
<th>PROGRESS</th>
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<tbody>
<tr>
<td>3.1 Design and implement a comprehensive institutional technology training needs analysis.</td>
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<td>ITS</td>
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<tr>
<td>3.2 Establish a centralized technology training source and implementation plan that is driven by the results of the needs analysis.</td>
<td></td>
<td>CIO</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.3 Establish a mechanism for developing technology professional development plans that are driven by specific academic and administrative needs.</td>
<td></td>
<td>HR Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>CIO</td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Director of Teaching Commons</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3.4 Establish an emerging technology/innovation subcommittee that seeks input from both internal and external sources and sponsors information sharing forums.</td>
<td></td>
<td>CIO</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.5 Actively include training as a principle element within all technology related projects that have impact on any user group within the institution.</td>
<td></td>
<td>CIO</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Project Management Office (To be established)</td>
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</table>
Goal 4: Foster a systemic and collaborative partnership between technology and campus constituents by clarifying and improving the existing technology governance processes.

Key Performance Indicator(s): % of end-users scoring “Receiving an appropriate level of communications related to technology” on satisfaction survey, # of technology projects processed by governance system, established process reviewing unmediated discourse and qualitative feedback on communication/governance process

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>DEPENDENCIES</th>
<th>RESPONSIBLE PARTY OWNER(s)</th>
<th>FY 11</th>
<th>FY 12</th>
<th>FY 13</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Review and ensure that an effective technology governance structure includes required committees, charters, policies, and procedures.</td>
<td></td>
<td>IT Committee – Chair/s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Review and improve the Governance Communications Plan that provides two-way communications for the entire Wilkes community.</td>
<td></td>
<td>IT Committee – Chair/s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Establish a Project Management Office/Function that is responsible for managing all technology related projects.</td>
<td></td>
<td>CIO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Establish a process for requesting, identifying, reviewing, approving, prioritizing, and tracking technology-related projects.</td>
<td></td>
<td>CIO Project Management Office (To be established)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Operational Planning

An operational plan is an essential component for any business unit that has responsibility in carrying out the goals and objectives included in this Technology Strategic Plan. The operational plan is focused at a single function or department and includes those projects that are aligned with the Plan.

An operational plan commonly includes the project name, area of responsibility, goal alignment, priority, impact rating, deadline, percent complete, sponsor, owner and current status of the project. The operational plan in not meant to take the place of a project plan; rather, it is a means to easily monitor those projects that have a significant impact on the achievement of the technology goals and objectives.

The following is an example of a standard operational plan document.

<table>
<thead>
<tr>
<th>ID</th>
<th>Project</th>
<th>Area</th>
<th>Strategic Goal Alignment</th>
<th>Priority</th>
<th>Impact Rating</th>
<th>Deadline</th>
<th>% Complete</th>
<th>Sponsor</th>
<th>Owner</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Administrative Computing</td>
<td>Goal 1</td>
<td>A</td>
<td>High</td>
<td>9/7/2010</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Administrative Computing</td>
<td>Goal 3</td>
<td>B</td>
<td>Low</td>
<td>3/31/2010</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Administrative Computing</td>
<td>Goal 2</td>
<td>B</td>
<td>High</td>
<td>6/1/2010</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Network Services</td>
<td>Goal 3</td>
<td>C</td>
<td>Low</td>
<td>9/7/2010</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Network Services</td>
<td>Goal 4</td>
<td>C</td>
<td>Low</td>
<td>3/31/2010</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Network Services</td>
<td>Goal 4</td>
<td>A</td>
<td>Low</td>
<td>6/1/2010</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Network Services</td>
<td>Goal 3</td>
<td>B</td>
<td>Low</td>
<td>1/7/2010</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Network Services</td>
<td>Goal 2</td>
<td>B</td>
<td>Low</td>
<td>1/7/2010</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A - Enterprise Strategy Framework Workshop

The Strategic Technology Planning Team participated in SunGard Higher Education’s Enterprise Strategy Framework© Workshop as part of its strategic planning process. The workshop provided the planning team with a subjective assessment of the institution’s functions based on the strategic value and operational status for each of the major institutional functions.

The Framework Workshop and resulting Framework Grid (Appendix B) assisted the planning team in visualizing the institution’s status relative to its goals and objectives. The Framework’s subjective analysis highlights the areas of support that will provide the greatest enhancements to the institution’s overall performance by identifying those strategic functions within the institution.

The Wilkes University Enterprise Strategy Framework Grid
Appendix B - Focus Group Summary Report

Defining the current technology environment at Wilkes is a critical factor to establish an effective Technology Strategic Plan. To develop a snapshot of the current technology environment and campus constituents’ view of that environment, a wide variety of focus groups were conducted with faculty, students, and staff to solicit their viewpoints and garner their feedback. A summary of the participants’ comments and feedback are summarized in Appendix A.

The current technology environment snapshot that developed from Focus Group participants was a valuable tool and point of reference for the SPT members, who reflected on the information resulting from the Focus Group sessions throughout the entire planning process.

Fourteen Focus Groups were scheduled during the week of January 25, 2010, providing a range of opportunities from a broad cross section of the campus to participate and share opinions. Sixty-five people representing faculty, students, and staff participated in the focus groups.

<table>
<thead>
<tr>
<th>Tuesday, January 26, 2010</th>
<th>Undergraduate Students</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Open Session</td>
<td></td>
<td>Graduate Students</td>
</tr>
<tr>
<td>Faculty Open Session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, January 27, 2010</th>
<th>Full Time Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday, January 28, 2010</th>
<th>Faculty</th>
<th>Graduate On-line Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td></td>
<td>Full Time Faculty</td>
</tr>
</tbody>
</table>

Strategic Recommendations:

1. Develop or revise IT Communication Plan to address student need for notification of changes to portal and most importantly email/system downtime.

2. Creation or redeployment of data standards and data management policies is indicated. Data inconsistencies exist and some departments are using their own data bases for reporting. There doesn’t seem to be one centralized reporting data store or warehouse. Due to lax data standards, reports from Banner are viewed as insufficient at the least.

3. Staff feels strongly that there is an underutilization of Banner (and Cognos). This is symptomatic of Wilkes’ long-term use of Banner. Formal Banner and Cognos training (retraining) for all user departments should be considered. Creation of Training Center or at least internal training mechanisms to address availability of training and documentation (Banner, Cognos).

4. Re-energize, recreate some of the typical implementation structure, advisory committees. Ideally these structures remain intact following an implementation project and continue to serve the good of the institution in areas of communication and collaboration. In the case of Wilkes, its implementation was so long ago that none of these structures remains active.

5. School of Education currently has its own server and services (Manila server). Math department has some of its own solutions, email server. The University should inventory these systems in an effort to understand the functions served. Once this is understood, the University can make a decision how it wishes to monitor/govern/centralize/support these systems.
6. Due to space limitations, the University may choose to fully embrace online course offerings at the undergraduate level. If this decision is made (or has been made), the IT infrastructure will need to grow to support the increased demand/capacity.


8. Form advisory committees to provide communication, collaboration, and a viable platform for beginning cross campus dialogue focusing on technology issues.

9. Development of technical, integration and information blueprints can be used to inform technology decisions across campus.

Faculty Comments

General Complaints and Technical Limitations

- Faculty cannot email their entire class from home.
- SPSS package available to faculty is insufficient for higher-order learning. It is prohibitive financially to purchase on their own. But the biggest issue is the perception that IT won’t let Wilkes buy it because they don’t want to support it.
- Faculty often has different versions of Microsoft products than student or computer labs. This often causes issues with assignment submission.
- Mac support is not working well at the University or with SunGard Higher Education support. Reportedly there are only two people on the Helpdesk who can support Mac.
- Password change causes problems. Sounds like there is a delay in password sync. Following a password change, smart phones will not sync with Microsoft Exchange server.
- Size restrictions on email attachments is prohibitive.
- Size restrictions on email inboxes is problematic.
- VPN connection doesn’t work from home.
- Unable to email a student at a personal email address from within CE6; has to call the University to find out the personal email address. (This is from an online adjunct faculty, prior to first day of class wanting to communicate with students in her class.)
- Frustration with hardware replacement cycle being consistently extended.
- Institution is good at making plans but falls short on follow through.
- Faculty wants remote access to H: drive.
- Wireless access is an issue.

Classroom Issues

- Room 205 – 206 Breiseth: the DVD video is too small to view on the screen. The AV device/console is too low, so that professors must squat or stoop to adjust/address. There is no lighting just for the console, and there is no dimmer on the lights in the classroom (either on or off). So if lights are off to view images on screen and an adjustment is needed to the control panel/console, the professor must turn the lights on to see the console to make an adjustment. Very tedious.
- Breiseth 208 was made into a computer lab with end of the year budget money. They equipped it using iMacs with no thought to logistics. The computers are too close together, the professor can’t see faces. The tables are too close together so professor can’t walk behind a row of students because of the book bags and coats lying on the floor. No professors like to teach in this room. Another example of how faculty are not included as these kinds of technical plans are made.
- Breiseth 107 - Layout/design – podium behind column, projector screens in front of white board. High level of frustration that faculty are not included in the layout design when the hardware is installed in the smart classrooms.
- Layout of smart classrooms is not well planned; positioning of chalk board vs. projector screen vs. direction of seating vs. whiteboard.
- Seems to be no awareness of course’s physical needs vs. assignment of classrooms that cannot support those needs.
- Not enough classrooms have the smart technologies.
- Immediate 911 technical support should be available to professors while they are in the classroom. Their lesson plans are developed around the use of the available technologies. If a technical failure is experienced, they lose valuable class time.

Communications/Collaboration Needs

- Need direction on the use of the portal. Its purpose is unclear. Is it for faculty collaboration/networking?? No one has communicated the uses or the expectations surrounding the portal.
- Faculty were not consulted in the creation/layout of the portal.
- There is a concern that the schools are being left to their own devices to figure out what technologies are available and how to use them. Currently IT does not play a role in these decisions, and it is unclear whether IT will provide support for these various technologies. No clear direction from the institution. In absence of clear direction, IT will become decentralized with each school employing its own technical staff.
- The goals and intent of portal usage is unclear to faculty. Is it intended to facilitate student learning? What should faculty be doing with the portal? How are they supposed to learn how to use the portal to support the goals of the portal? One faculty member has been researching other schools’ portals to compare what others are doing in terms of marketing, faculty networking. Wilkes’ portal is lacking comparatively.
- IT and faculty need to work together to prepare for the challenges ahead and design solutions in collaboration. Graduate School in general is lacking representation across the board.
- The stumbling block for IT projects is the CFO. Reported she, the CFO, is tight fisted and doesn’t want to spend money.
- One of the issues is how the University is spending money. How decisions are made, who determines the financial priorities?
- Who makes software versioning decisions? Different software versions in labs vs. professor’s Wilkes assigned machines vs. what students have.
- Faculty need training and also need to go to Helpdesk system for immediate issues regarding online course technologies or even real-time face to face courses use of technology. Support system for faculty should be specific to course design and content.
- Online adjunct faculty member often acts as student advocate for students needing IT support. Some sort of support needs to be developed specifically for the online students.
- No collaboration/teaching/mentoring/directing from IT.
- New faculty/staff receive no kind of orientation to the technical architecture of the university, no explanations given for who does what, where it’s done, how it’s done. A new faculty member (been at Wilkes for 2 years) states that he has no idea who SunGard is, what they do, why they’re here. He didn’t know IT Helpdesk was remote until he asked why they didn’t just come over to his office to look at the machine instead of running down typical service protocol for remote support. No portal training.
- Discussions of leadership and common vision require strong leadership and attention to detail (follow through). Someone must be attending to the needs on a day to day basis. This has not been one of the University’s strong points.
Faculty and staff both expressed concern that the University is not embracing online learning in respect to undergraduate coursework. This was pointed out as a solution to the physical space limitations of the University. This was also pointed out as a requirement in order for Wilkes to remain competitive locally and to expand into the online learning space.

No matter how good it is, technical planning will be hampered by the limited physical facilities of the University.

Plans for a law school would dictate creation of a virtual law library. Addition of law school, as well as other planned program development, and the SHE building will require a great deal of IT support. It seems we’re already struggling and so much is planned. We’re doing lots of things, but few of them are done well. Too much planning, not enough follow through.

Instructional needs should be addressed, but also just as important is faculty development and scholarly work/research.

Ask IT to unlock their doors, literally.

System Inefficiencies

Faculty perception is that Banner is insufficient, because it does not meet their needs. Professor gave example of wanting to see his 3 departmental budgets, but he cannot. He can’t remember his budget codes/accounts numbers, so he just doesn’t use it.

Another example of unmet reporting needs: at the end of each term pharmacy needs to see which students are no longer meeting continuation standards for the program. Apparently they print transcripts and review these manually rather than having use of a meaningful report.

One faculty reported using Blackboard because that is the only tool that IT supports. She needed help at 1:30 a.m. and received it. She noted that if she were using Moodle, she would’ve been out of luck. Her point is that the University should decide between WebCT and Moodle.

SunGard should mediate better contracts for the university. One professor gave the example that to upgrade the computer monitor/video screen in the classroom would cost $10K if pursued through SunGard. He went out on his own, with department money, purchased the hardware, used facilities to install it and it cost 3K. The perception is that SunGard (or whatever powers that be) is not a good steward of the University’s money.

Link to IT Helpdesk on portal was mentioned. As this has been mentioned as a need, it appears that this feature is not very well-communicated among faculty and staff.

Faculty suggestion: Have one dedicated IT person per each of the five schools. (This seems to be occurring to some degree unofficially, however an official expectation/agreement is desired on behalf of the faculty.)

Too much money spent on IT. Better control is needed over the dollars spent and the processes used to determine how/where the money is spent.

Use of ITTB. Will IT/SunGard support it?

Faculty concerns over external agency reporting requirement (e.g., PA Higher Education requirements). These include student outcomes, programmatic outcomes, supporting of accreditation reviews. Administrative systems should support and be responsive to the support these functions of academia and not be left to the responsibility of faculty.

Need to be able to upload larger files to the groups in the portal.

Helpdesk Issues

Computer Science professor needed static IPs in computer labs in order to administer quizzes and tests via CE6. New routers were installed and he requested that a range of IP addresses be reserved for a particular computer lab for this purpose. This was not done and he could not get the situation resolved via IT Helpdesk ticket system. A
decision was made not to assign the static IPs, but no one ever talked to the professor about it. This generated some ill will with IT Helpdesk.

- Helpdesk won’t help faculty if they are not working on a Wilkes machine. A professor stated that if he is working on his time (2 a.m.) for the University, he should be able to get technical support, even if he is on his personal machine.
- Professor stated if a Helpdesk ticket is remotely technical, the IT Helpdesk will get it wrong when the ticket is submitted. He resents the standard Helpdesk protocol, when he is a computer science professor and they’re asking him to reboot his machine. When remote Helpdesk transfers a ticket to local IT, local IT will not answer their cell phones.
- No feedback loop occurring with the Helpdesk. Professor submits surveys indicating dissatisfaction, asking someone to call him to discuss – no one calls. Perceives no analysis of Helpdesk statistics, response times etc. The Helpdesk is hermetically sealed over there in UCOM in a constant state of firefighting.
- A different professor stated that it took 9 calls to the Helpdesk to try and get his iPhone configured to sync with Microsoft Exchange server.
- Local IT Helpdesk will work harder to establish a work around than they will to seek real solution.

Faculty Perspective of University’s Future Challenges:

- Use of netbooks, ipads, any new technology and wireless access will continue to create challenges.
- Creation of quality online courses and increase in support staff and tools available to the online student population.
- Support of increasing number of online courses.
- Upgrade of network to handle increased student enrollment, and increased online course activity.

Faculty Use of Technology

- TR20 (has online course evaluation tool)
- SPSS
- Clickers (CPS instruments, einstruction.com)
- Smart Classrooms
- Adobe Creative Suite
- WebCT
- Moodle
- Projectors
- DVD players
- eVals
- computer labs
- Manila
- Turn In
- Respondus
- SRS (Student Response Surveys)
- Adobe Presenter
- Group functions in the portal
- Interact (for group emails)
- Course Roster (Wilkes written sql/against Banner)
- Portal to access faculty tools
Faculty Technology Wishlist

- Virtual museum tours for art students
- More Smart boards
- More computer labs
- Events notifications (i.e., reminder message indicating that grades are due tomorrow)
- Confirmation response that grades have been successfully submitted via Faculty SS
- Faculty training for how to set up a class in WebCT or Moodle should be offered at times that don’t exclude adjunct faculty and should be timed just prior to the start of the semester. This way each faculty has a real course to build, thus increasing the likelihood of retention of process.
- Graduate Education holds Moodle lunch once a month. Other trainings should be offered in this same manner, to a broader audience.
- Cheatsheet of the technologies being utilized by various departments on campus
- Training on setting up faculty website on Wilkes server.
- Share file available for students and faculty to enable exchange of large files, circumventing constraints of email system.
- More large open access computer labs
- More color printers and scanners
- Writing center to check for plagiarism and APA formatting
- Course exchanges/information exchanges with universities abroad
- Be able to transmit video from abroad, when faculty/staff travel abroad for university purposes.
- Kill switches in computer labs to prevent student access to computer/internet during quizzes and tests.
- Formal introductions of IT folks located onsite
- Technology instruction and communication to better support faculty in the classroom

Staff Comments

Communications/Collaboration/Training Issues

- Need data standards to improve data consistency and develop a common use of data terminology across campus.
- Staff doesn’t know what other departments or areas are using for solutions to their common problems. The campus is still functionally driven, not process driven.
- Very little formal training available for new employees, or to support employees as responsibilities increase, roles change.
- Training facilities are desperately needed. There is one room in UCOM with 5 or 6 computers and it is always reserved.
- Retraining on Cognos is needed (Mike Slade was mentioned)
- Microsoft product training (free), but not very well communicated or coordinated for staff.
- Advancement provides its own departmental training. This should be done across business units/department, though it appears there is not necessarily a Cognos “expert” in every area.
- Seems to be lack of follow through, we are aware of the problems but lose track of the solutions in the bureaucracy.
- Data management/data steward responsibilities and functions are not widely known and/or understood among staff. Several staff spoke of seeking access in order to learn/understand more about Banner, but ran into data access/security obstacles. Staff did not exhibit strong understanding of data access/security issues and the supporting protocol that may be in place.
System Inefficiencies

- The digital campus is not integrated. Too many systems that don’t talk to one another (e.g., library system, VTLS, doesn’t talk to Banner; Advancement’s online communities (via BeColonel.com) don’t integrate with Banner; the calendar viewable from the portal doesn’t list all kinds of activities at the university – it may show athletic events, but not arts events.)
- Banner data that is used in the portal locator (online directory) is not accurate or detailed enough; titles are not correct or incomplete, phone extensions are omitted or generic phone numbers are used. Need for data stewards, refinement of business processes that would result in these types of data being updated as part of a business process.
- Antiquated phone/menu system
- Manila server is going away. Graduate Services heavily uses this server and is very concerned with this decision.
- Document imaging is desperately needed.
- Library having access to Banner to place holds for fines and overdue materials. Library needs to submit charges to be loaded into Banner. This would allow payment of all fees and fines in one location (cashiers). Paid amounts need to be fed back to VTLS system
- Most administrative offices agree that Banner works well, but they are not taking full advantage of ERP and reporting functionality
- Distance learning equipment can’t be used in Breiseth Hall because there is no static IP address there.

Helpdesk Issues

- Helpdesk level 1 stinks, operators are not very knowledgable (but at least are polite)
- Helpdesk level 1 desperately needs a survey. Helpdesk level 1 can be helpful if a staff member plays the role of student advocate, with the staff member first contacting the Helpdesk on behalf of the student and then handing the phone to the student. Outside of this scenario, staff feel that students receive the runaround.
- Frustration with password resets and being told to wait 20 minutes to let the system reset the password when lock-outs occur.

Staff Perspective of University’s Future Challenges

- Due to spacing issue, we will need more UG and graduate online courses, while still maintaining traditional courses.

Staff Use of Technology

- Ad Astra
- Ariel (library)
- Banner
- Cognos
- Dreamweaver
- EMAS
- File MakerPro
- Form collector
- Manila server
- Marketing/recruitment uses Facebook
- Microsoft Office Suite, primarily Excel for data dumps, Outlook
• MiniTab
• PHEAA system
• Smartboards
• Social networks
• Survey Monkey
• Toad
• Various websites
• VTLS – Virtua (library)
• Webinars

Staff Technology Wishlist

• Internet live streaming of athletic events
• Recorded courses for students who miss class
• Offering of more online undergrad courses, both WebCT and face-to-face video
• Offer fast-track degrees to be more competitive
• Library of technical equipment for student checkout
• Double-sided printing for students
• Document imaging came up in all staff groups
• Use of SharePoint was identified as a solution for standardizing the way we work and communicating such. Portal poses difficulty for these efforts
• Ability to submit Helpdesk tickets online, but also retain ability to submit via phone as well
• Mechanisms and tools to develop and enhance the things we do. Teaching Commons was identified within the Graduate Education area as a good example of this. They work with faculty to improve pedagogy, increase knowledge of integrative classroom technologies and elearning.
• Ability to integrate form collector with Banner

Student Comments

General Complaints/Technical Limitations

• Interesting comment – sometimes professors use technology too much. For example, student goes to class and professor lectures, shows ppt - whatever, but also assigns viewing of an additional podcast in addition to reading etc. Student thinks it may be too easy for professors to increase the workload of a course without formal evaluation of course content, complexity vs. assigned course credit hour value.
• Student doesn’t like that so much is outsourced. He gave the examples of eVals (pharmacy school), CPS clickers, document uploads, survey software, gmail calendar.
• New equipment in computer labs is noteworthy. The network is fast and that is appreciated. Supporting current technology and updating old equipment should be balanced with addition of new technologies. Students aren’t interested in bells and whistles, if their high-priority needs aren’t sufficiently satisfied via reliable email, speedy network and abundance of computer availability on campus.
• Time out on portal is terribly inconvenient.
• Overall technology at Wilkes is poor.
Classroom/Course Issues

- Abundance of computers and computer labs is good. However, printers run out of paper/toner and are not attended to as efficiently as should be. Also, machines get dirty/sticky, not cleaned regularly.
- Dead spots in some buildings, both wifi and cell phone signals unobtainable, example SLC 166.
- There should be tutorials available and required of students registering for online courses. This would allow for assumptions of basic skills and navigation, so that professors can provide even more advanced instruction specific to the tools they use in their course design.
- Professors should make better use of Smart boards and Svideo. If using blackboard and chalk, then the professor is blocking the view of the notes while he is writing, and often while he is lecturing.
- Some professors need to be trained in the uses of the classroom technology
- Some courses feel like they work well, when the professor is supported in the technology being utilized and has a good comfort level with the technology.
- Some courses feel disconnected when the professor is either not supported or is not familiar enough with the technology.

Communications/Collaboration Needs

- Communicate to students instructions for cleaning out mailbox (deleting from sent folders, deleting from trash folder etc.)
- Student Government rep is interested in using the portal to distribute student surveys but doesn’t know if that functionality exist.
- SGA uses Google sites for their website and just links to the portal. Stopped trying to create the page via the portal because the process took too long – the page was always outdated.
- Email access for students is critical. They want to be notified when email will be down and when it will be available again. Messages posted in Wilkes Today was mentioned. Very little tolerance for email down.
- Ability to access email outside the portal is not communicated to students very well. Many students are not aware that this access is available.
- All changes to portal layout should be communicated to students via email
- Professor not using email to communicate such things as class cancellation
- Written/posted instructions for portal, explanation of navigation, student is unclear where to find particular info within the portal

System Inefficiencies

- Email/Outlook needs to be updated to v2007
- Mailbox size limitation should be increased, ideally to 1G
- Students like the idea of a portal but find Wilkes’ lacking, too cluttered. Smaller computer screens require too much up/down, right/left scrolling
- Portal is slow
- Want to be able to customize portal to personal preference of layout. Do away with tabs.
- Email functionality is limited when accessed via portal
- Too many unused applications on computers in labs slow speed of log on/ startup. Perhaps these machines could be configured so that not all apps load on start up, or even remove unused applications.
- It appears that PC/Mac dual boot machines have not been maintained beyond acquisition. The Mac OS is never updated. So these machines are slow.
• Wilkes claims to be an all-Mac campus but it really isn’t. All computer labs are configured so that even the dual boot machines start up in Windows OS. Doesn’t that defeat the purpose? Student suggests designation of some Mac computers and some PCs.
• Cannot print from the loaner laptops in the library, yet there aren’t enough desktops available. Students have to save documents to a thumb drive, wait for an available desktop and print from there.
• Posted instructions are needed in unstaffed computer labs.
• Registration is problematic sometimes. Sounds like prerequisite checking is not configured correctly for all courses. Credit for AP courses not satisfying as prereqs for other courses. These require manual override of someone in UCOM (onestop shop). Comment that the people in UCOM get mad about this, not mad at the student, just mad that this situation keeps popping up.
• Link to pay fees online is gone, as is the breakdown of course fees per term (via Banner Self Service)
• Entire campus should be wireless enabled (this was mentioned in staff focus as well)
• Lack of online, step-by-step instructions for wireless connection
• Printers not working in Breiseth Hall
• Why do you have to re-authenticate just to print?

Student Perspective of University’s Future Challenges

• People’s resistance vs. willingness to change and accept new technologies
• Follow through. (Student gave example of a four-year delay in the wifi plan and the wifi reality – and it’s still not complete)
• Network/data security
• Portal already gets overloaded during registration. The fear is that increasing enrollment will compound this problem.
• Upgrading the buildings to handle the technology needed in the classrooms (network infrastructure)
• Lack of physical space

Student Use of Technology

• Clickers (CPS instruments, einstruction.com)
• Computer lab printing
• Computer labs
• Internet
• Library
• Portal
• Research
• Student Services tab in portal very popular
• WebCT – CE6

Student Technology Wishlist

• All larger classes should use the clickers (such as nursing, engineering)
• IT should offer specs/requirements/recommendations for incoming students in regards to computers/laptops. (West Chester is a good example of this)
• Subscriber text messaging services for cafeteria menu and campus entertainment
• Direct connection to Helpdesk from computer labs, to receive onsite immediate IT support.
• Would like to have mobile portal page, mobile web apps for email, student account balance, grades.
• Wifi outside would be nice, in green spaces etc.
• The functionality should exist to subscribe a student to a particular course or school calendar so that the student Outlook calendar can be populated with important events, appointments, meetings etc. – much like faculty/staff utilization of the Outlook calendar via email. WebCT should also integrate with a calendar.

Helpdesk Issues

• Having to call IT for printer issues from computer labs is problematic. Response time is slow; waited for over an hour and no one came.

Areas of high satisfaction - a compilation from all groups

• Online course support is excellent!
• Touch screens work well in Smart classrooms
• Smart consoles work well
• Good usage of technology to support online courses at the graduate level
• Undergraduate admissions says the upgrades for Macs are good
  On campus helpdesk support is good. (when a member of IT comes to faculty offices to provide support)
• Student-run computer clinic is great!
• All groups are happy with the portal
• VOIP is great!
• Helpdesk helps
• Information supplied to accepted applicants at Freshman Orientation is excellent
• Supplies/personal items needed during orientation is available online
• BeColonel.com is great, new students love it.
• Virtual campus tours are good
• Wilkes is staying abreast of social networking, keeping up with student needs and expectations, in terms of new technology.
• Science labs and their technology are up to date
• Text messaging of urgent messages (weather closures) is excellent
• Availability of concise information via portal is excellent
• Student Services tab in portal
• Mac/Pc support is great!