<table>
<thead>
<tr>
<th>TEAM: Overall Vision for Information Technology</th>
<th>Vision for Information Technology as It Relates to This Area</th>
<th>Mission for Information Technology as It Relates to This Area</th>
<th>Values for Information Technology as It Relates to This Area</th>
<th>Strategic Goals for Information Technology as It Relates to This Area</th>
<th>Top Priorities for Information Technology as It Relates to This Area</th>
<th>Problems and Issues for Information Technology as It Relates to This Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom technology to enhance what we import and export.</td>
<td>Use of IT in teaching, learning, and research to be characterized by:</td>
<td>Quality</td>
<td>Anticipating and exploiting emerging technologies which will enhance our capabilities to teach, learn, and research.</td>
<td>Distance learning.</td>
<td>Individual costs and benefits must be determined before priority can be given.</td>
<td></td>
</tr>
<tr>
<td>Mobile campus is assumption – universal access is corollary.</td>
<td>o Support learning relationship between faculty and students.</td>
<td>Maintenance of relationships</td>
<td>Provide universal access to university’s constituency for teaching, learning, and research.</td>
<td>Technology in classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement/engagement of university experience.</td>
<td>o Allow universal access.</td>
<td>Equality of access</td>
<td>Purposeful positioning of programs and services offered through IT with regard to quality and convenience.</td>
<td>Universal connectivity – extended connectivity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep content couched in a context.</td>
<td>o Foster success of individuals and within learning communities.</td>
<td>Facilitative</td>
<td>Use of technology to augment rather than detract from engagement or involvement.</td>
<td>Emerging capabilities – resources, literature searches, content brokers, software.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasize convenience in fashion that doesn’t compromise quality.</td>
<td>o Timely access to data and information resources for research.</td>
<td>Ethical use of technology – fostering understanding.</td>
<td>Maintain integrity of degree in programs employing technology (through interaction and evaluation).</td>
<td>Plan/process for updating resources (hardware/software).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of IT in teaching, learning, and research to be characterized by:</td>
<td></td>
<td>Collaborative.</td>
<td>Provide infrastructure for access to literature and data related to faculty and student research.</td>
<td>Capability to produce quality electronic media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Support learning relationship between faculty and students.</td>
<td></td>
<td>Creativity.</td>
<td>Provide infrastructure (hardware and software) to conduct research.</td>
<td>Effective coordination of electronic resources and technology, and how provided (stakeholder decision making).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Allow universal access.</td>
<td></td>
<td></td>
<td>Student Learning Outcomes support infrastructure.</td>
<td>Maintenance of quality across spectrum of delivery modes (both platform and content quality).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Foster success of individuals and within learning communities.</td>
<td></td>
<td></td>
<td>Good coordination between planners and implementers/maintainers.</td>
<td>Process for collaborative development and sharing of resources within and across academic units (division, college, departments).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Timely access to data and information resources for research.</td>
<td></td>
<td></td>
<td></td>
<td>Good coordination between planners and implementers/maintainers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teaching, Learning, and Research**

- Classroom technology to enhance what we import and export.
- Mobile campus is assumption – universal access is corollary.
- Involvement/engagement of university experience.
- Keep content couched in a context.
- Emphasize convenience in fashion that doesn’t compromise quality.
- Minimize anonymity.

**Use of IT in teaching, learning, and research to be characterized by:**
- Support learning relationship between faculty and students.
- Allow universal access.
- Foster success of individuals and within learning communities.
- Timely access to data and information resources for research.

**Quality**
- Maintenance of relationships
- Equality of access
- Constituent oriented
- Facilitative
- Ethical use of technology – fostering understanding.
- University engagement.
- Collaborative.
- Creativity.

**Anticipating and exploiting emerging technologies which will enhance our capabilities to teach, learn, and research.**
- Provide universal access to university’s constituency for teaching, learning, and research.
- Purposeful positioning of programs and services offered through IT with regard to quality and convenience.
- Use of technology to augment rather than detract from engagement or involvement.
- Maintain integrity of degree in programs employing technology (through interaction and evaluation).
- Plan for computational infrastructure and updating in a timely fashion (faculty and students).
- Provide infrastructure for access to literature and data related to faculty and student research.
- Provide infrastructure (hardware and software) to conduct research.
- Student Learning Outcomes support infrastructure.
- Good coordination between planners and implementers/maintainers.

**Distance learning.**
- Technology in classroom.
- Universal connectivity – extended connectivity.
- Emerging capabilities – resources, literature searches, content brokers, software.
- Plan/process for updating resources (hardware/software).
- Access to literature and data for faculty and students.
- Capability to produce quality electronic media.
- Effective coordination of electronic resources and technology, and how provided (stakeholder decision making).
- Maintenance of quality across spectrum of delivery modes (both platform and content quality).
- Process for collaborative development and sharing of resources within and across academic units (division, college, departments).
- Good coordination between planners and implementers/maintainers.

Individual costs and benefits must be determined before priority can be given.
## Summary of Results from 25-February-2003 IT Planning Session

### TEAM:

<table>
<thead>
<tr>
<th>Overall Vision for Information Technology</th>
<th>Vision for Information Technology as It Relates to This Area</th>
<th>Mission for Information Technology as It Relates to This Area</th>
<th>Values for Information Technology as It Relates to This Area</th>
<th>Strategic Goals for Information Technology as It Relates to This Area</th>
<th>Top Priorities for Information Technology as It Relates to This Area</th>
<th>Problems and Issues for Information Technology as It Relates to This Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology is one avenue – not the only avenue – for communication and services. Technology should be used to enhance the student experience. Technology should be used as a step at any point in the process.</td>
<td>Need for efficient and effective use of the technology that already exists – continual training of staff. Effective allocation of resources – meaning those that can afford might not necessarily be the ones who need it. Need for evaluation of student services; some services may be “replaced” by technology, some “enhanced” by it, and others may still need face-to-face interaction. There needs to be in-depth discussion on when we need to be “high tech” vs. “high touch” or both before moving on. This needs to be done in light of the various types of needs of our student population.</td>
<td>Need to get as much information and services out as possible via technology (e.g., housing contracts, orientation information, policies, etc.). Need to create a “seamless” process from first interest in the university through graduation and ability to weave technology into life. Need to use technology to enhance the student experience (e.g., special equipment for students with disabilities). Examples: Need a disability resource center with cutting edge technology. Use of technology to enhance the career center capabilities. For students who don’t have the technology, the university needs to provide it.</td>
<td>Move to paperless; make email an official form of correspondence. Use technology to enhance, not detract, from student involvement. Development outside the classroom. Never forget the uniqueness of each student; needs are as different as the individual. “Purposeful positioning” – remember there is a need for engagement – don’t let technology convenience be an overriding factor in decision making. Technology needs to be user-friendly. Recognition that technology can be used to provide more efficient use of time – perhaps replace pragmatic functions with other social interactions.</td>
<td>Establishing virtual interest/social groups and cybercommunities. Paradigm shift – technology will allow us to provide services in new ways. Not just to replace what we do now (e.g., counseling reach-out). We need to reframe our perceptions. How do we increase our reach? Until the institution recognizes and instills the value of staying “current” on technology, it will be difficult for staff to dream or make effective use of technology. There needs to be base skills that are taught and learned. Need to create an institutional value for this. Need to recognize the different constituents within the campus in regards to employees. Technology skills need to be reflected in position descriptions and evaluations.</td>
<td>Technology to better assess what we’re doing: Surveys, assessments, evaluations. Possibly using Nautilus card in this process as identification method. Both quantitative and qualitative analysis.</td>
<td>Resources. Preparation; assessment steps still required.</td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Technology is one avenue – not the only avenue – for communication and services.
- Technology should be used to enhance the student experience.
- Technology should be used as a step at any point in the process.

- Need for efficient and effective use of the technology that already exists – continual training of staff.
- Effective allocation of resources – meaning those that can afford might not necessarily be the ones who need it.
- Need for evaluation of student services; some services may be “replaced” by technology, some “enhanced” by it, and others may still need face-to-face interaction. There needs to be in-depth discussion on when we need to be “high tech” vs. “high touch” or both before moving on. This needs to be done in light of the various types of needs of our student population.

- Need to get as much information and services out as possible via technology (e.g., housing contracts, orientation information, policies, etc.).
- Need to create a “seamless” process from first interest in the university through graduation and ability to weave technology into life.
- Need to use technology to enhance the student experience (e.g., special equipment for students with disabilities).
- Examples:
  - Need a disability resource center with cutting edge technology.
  - Use of technology to enhance the career center capabilities.
  - For students who don’t have the technology, the university needs to provide it.

- Move to paperless; make email an official form of correspondence.
- Use technology to enhance, not detract, from student involvement. Development outside the classroom.
- Never forget the uniqueness of each student; needs are as different as the individual.
- “Purposeful positioning” – remember there is a need for engagement – don’t let technology convenience be an overriding factor in decision making.
- Technology needs to be user-friendly.
- Recognition that technology can be used to provide more efficient use of time – perhaps replace pragmatic functions with other social interactions.

- Establishing virtual interest/social groups and cybercommunities.
- Paradigm shift – technology will allow us to provide services in new ways. Not just to replace what we do now (e.g., counseling reach-out). We need to reframe our perceptions. How do we increase our reach?
- Until the institution recognizes and instills the value of staying “current” on technology, it will be difficult for staff to dream or make effective use of technology. There needs to be base skills that are taught and learned. Need to create an institutional value for this. Need to recognize the different constituents within the campus in regards to employees. Technology skills need to be reflected in position descriptions and evaluations.

- Technology to better assess what we’re doing:
  - Surveys, assessments, evaluations.
  - Possibly using Nautilus card in this process as identification method.
  - Both quantitative and qualitative analysis.

- Resources. Preparation; assessment steps still required.
<table>
<thead>
<tr>
<th>TEAM: Partnerships and Community Services</th>
<th>Vision for Information Technology as It Relates to This Area</th>
<th>Mission for Information Technology as It Relates to This Area</th>
<th>Values for Information Technology as It Relates to This Area</th>
<th>Strategic Goals for Information Technology as It Relates to This Area</th>
<th>Top Priorities for Information Technology as It Relates to This Area</th>
<th>Problems and Issues for Information Technology as It Relates to This Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Videoconferencing as a service to the public.  • Computer training facility as a service to the public.  • K-12 integration of computer access.  • Campus mapping and information on &quot;where to go.&quot;  • Support for nursing program.</td>
<td>• Provide greater access to information.  • Video conferencing capability.  • Computers for training – especially the elderly.  • Seek to build relationships with K-12, military, industry, and other institutions.  • Eliminate mistrust and possessiveness of information.  • Improve campus mapping and locator system with electronic kiosks and electronic signs.  • Join SURA.  • Distance learning program.  • High speed computer access via wireless and broadband.  • Improve community computer literacy.</td>
<td>• Determine vision before mission.  • Written, with presidential support and evaluation system for progress.  o ITS buy-in.  o Identify decision makers.  o LSPs (one way street – needs incentive system).  o Need council to determine validity/ effectiveness of new ideas.  o Electronic signature authority.  • Universal access to information.  • Explore opportunities for changes – find a way to implement the good ones.  • One database, which is accessible to the campus community within legal constraints. Accessible means direct access to the data for ? department display, reporting, and other uses, no approval necessary, legal constraints are built in.</td>
<td>• Community access.  • Quality of service.  • Care and concern for client.  • Provide for diversity in programs and interrelationships.  • Be aware of &quot;privacy&quot; and &quot;big brother&quot; issues and communicate it.</td>
<td>• Teleconferencing.  • Join SURA.  • Mapping of campus for easy access.  • Allow external usage of systems.  • K-12 interface.  • Conversion of paper to electronic files.  • Electronic workflow including approval process.  • Seek donors to fund upgrades.  • Eliminate mistrust and territorial attitude in information.  • Improve access security.</td>
<td>• Available resources.  • People not willing to relinquish control.  • Legal issues.  • Outdated laws.  • Need to address hacking potential.  • Tendency to resist collaboration, including intra-university and junior colleges.  • Possessiveness and closed thinking.</td>
<td></td>
</tr>
<tr>
<td>TEAM: Overall Vision for Information Technology</td>
<td>Vision for Information Technology as It Relates to This Area</td>
<td>Mission for Information Technology as It Relates to This Area</td>
<td>Values for Information Technology as It Relates to This Area</td>
<td>Strategic Goals for Information Technology as It Relates to This Area</td>
<td>Top Priorities for Information Technology as It Relates to This Area</td>
<td>Problems and Issues for Information Technology as It Relates to This Area</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Administrative Operations</td>
<td>- Access to information and systems required to effectively and efficiently provide creative solutions to assigned tasks.</td>
<td>- Systems designed to be utilized by a wide variety of users having unique needs accessing these resources from a wide variety of devices and access points.</td>
<td>- Privacy.</td>
<td>- Single login to access authorized resources on university systems.</td>
<td>- Ownership of data.</td>
<td>- Lack of coordination/standardization between UWF web sites – total violation of user interface design principle of consistency.</td>
</tr>
<tr>
<td></td>
<td>- Integrated database and systems that eliminate redundant duplication of effort and storage.</td>
<td>- Single point of contact with university systems; a seamless system environment for all customers.</td>
<td>- Legal restrictions.</td>
<td>- Web enabled integration of ERP system with student information system.</td>
<td>- Web site usability – can’t find stuff. A vital concern for those who are going to use the web sites, especially those from outside the university – e.g., prospective students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Integrated workflow system that enables UWF to provide high quality and consistent student-centered customer service.</td>
<td>- Security.</td>
<td>- Document imaging, storage, and retrieval system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Empower the employees with the authority and systems to provide the service requested.</td>
<td>- Internal controls that protect the customer and the user.</td>
<td>- Improved workflow management systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Access to effective training.</td>
<td>- Integration and coordination of diverse databases and applications – no silos or independent isolated spheres of data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Establish a SINGLE organizational data architecture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Data inventory as the first step in the process of development of the data architecture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Organizational systems review committee for prioritizing and approving all new systems to ensure that the new systems are consistent with organizational data architecture.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>