
THE CORNERSTONES REPORT:

*AN EDUCATIONAL TECHNOLOGY
STRATEGIC PLAN*

FOR

THE INSTRUCTION COMMISSION

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I. PREFACE

The Presidents of Washington’s Community and Technical Colleges (WACTC) charged the Vice Presidents of the state’s Instruction Commission (IC) with development of a strategic educational technology plan. The goal was to have a strategic plan in place beginning fall of 2005. This report represents the culmination of this planning effort and accomplishment of this goal. It presents an overview of plan development processes and the resulting “state-wide themes.” These themes provide a common vision for coordinated future progress.

The specific direction to the Instruction Commission was to develop a plan with strategic vision components, which respect and incorporate the broad IC Council areas. The plan was to create, support, and leverage collaborative efforts between and among IC Councils. Finally, the plan needed to be realistic and affordable, producing significant and achievable initiatives that moved the system forward. Development of such a plan was a significant undertaking, given no such plan had previously been developed in this state.

The Instruction Commission assembled a taskforce to lead the planning effort. This taskforce consisted of various Vice Presidents, Council representatives, and State Board staff members. The taskforce chair immediately conducted a survey of the other states, soliciting copies of related educational technology strategic plans. In all, 15 states responded and provided strategic plans. These plans were reviewed for both content and process. Several meetings and discussions ensued around the state. The focus of the meetings was to explore strategic planning approaches. From these efforts, taskforce members determined that an approach, which built upon core vision elements, was the most applicable for the Washington system. Ultimately, taskforce members came to call these vision elements, “Cornerstones.”

“Cornerstones” represent critical vision elements. They express key priorities developed with input from WACTC Presidents. Cornerstones convey core philosophical tenets that WACTC system members respect and hold dear. Cornerstones also embody important strategic considerations for the system’s future. They are the foundation upon which Council educational technology plans were built. The Cornerstones and seven system-wide themes derived from Council plans are outlined below, with detail to follow:

Cornerstones:

- A. *Access is our heritage.*
 - System-wide themes:
 - A1. Expand Distance Learning
 - A2. Develop Statewide Portal
- B. *Affordability is our mandate.*
 - System-wide theme:
 - B1. Develop Statewide Purchasing Processes
- C. *Learning environments are our specialty.*
 - System-wide themes:
 - C1. Develop Information Literacy Programs
 - C2. Conduct Technology Training
- D. *Infrastructure is our advantage.*
 - System-wide theme:
 - D1. Develop Online Resource Warehouses
- E. *Quality is our trademark.*
 - System-wide theme:
 - E1. Determine Best Practices

II. SYNOPSIS OF PLAN DEVELOPMENT PROCESSES

Following the Presidents' direction, the Instruction Commission charged each of the six IC Councils with development of an educational technology plan. (See the Cornerstones concept document and related Cornerstones Plan Template in Appendix A and B.) The charge specifically requested that each Council develop "Significant Council Initiatives" building and focusing on the Cornerstones. Councils understood that not all Cornerstones would be applicable to all Councils and that some Councils may want to focus on particular Cornerstones over others. It was also acceptable if Councils determined that it was important to focus on some Cornerstones more immediately and others at a later date. In any case, an important premise of all plans was the promotion and leverage of collaboration between and among Councils.

All IC Councils completed educational technology plans. As requested, each Council identified Significant Council Initiatives. The plans were carefully reviewed with multiple readings, and Significant Council Initiatives were extracted from each plan. In total, Councils identified 50 Significant Council Initiatives. A "map" of each Council's initiatives relative to the Cornerstones is provided in Appendix C.

Once initiatives were identified, they were aggregated and clustered around respective Cornerstones. A map of the aggregated and clustered Significant Council Initiatives is presented in Appendix D. This map facilitated identification of the system-wide themes for each Cornerstone. There were seven system-wide themes determined from plan initiatives. These themes are presented in Table I:

<i>TABLE I</i>	
<i>System-Wide Strategic Themes Determined from IC Council Educational Technology Plans</i>	
	Supporting System-Wide Strategic Themes
<i>A. Access</i>	A1. Expand Distance Learning Programs A2. Develop System Wide Portal
<i>B. Affordability</i>	BI. Develop Statewide Technology Purchasing Processes
<i>C. Learning Environment</i>	C1. Develop Information Literacy Programs C2. Conduct Faculty Technology Training
<i>D. Infrastructure</i>	DI. Develop Online Resource Warehouses
<i>E. Quality</i>	EI. Determine Educational Technology Best Practices

III. SYSTEM-WIDE STRATEGIC THEMES

The seven system-wide themes were determined from IC Council plans. These themes capture common directions for educational technology in the state. The themes represent areas of noteworthy overlap across Council plans. They are areas of potential collaboration, leveraging system efforts and resources. It is important to realize that not all 50 Council Strategic Initiatives are represented by system-wide themes. However, this in no way implies that unrepresented initiatives are not excellent or viable ideas. It only indicates that more than one Council did not identify the initiatives. Each system-wide theme is discussed below.

A. Access System-Wide Themes:

A1. Distance Learning

All IC Councils made significant reference in their plans to initiatives involving distance learning (DL) or aspects of distance learning supporting the Access Cornerstone (e.g., hybrids, alternative modes of instruction, ITV, expanded use of instructional technology). In some cases, the initiatives related to increasing enrollment in existing programs. In other cases, Councils presented ideas for new DL programming. Sample DL initiatives related to strengthening AA transfers to baccalaureate institutions, examining synchronous DL tools for continuing education, integrating DL technology into basic skills courses, exploring new DL modalities, and implementing the library digital resource project.

A2. Statewide Portal

Four of the six IC Councils cited initiatives specifically calling for a system-wide portal for instruction and students services. Based on Council discussions, this enterprise portal would provide a consistent, personalized gateway to information and applications across the state. It would be a secure and customizable hub for faculty, staff, and student communications. It would also provide data warehouse access, a collection point for articulation agreements, education planning tools, BI transfer information and links, WAOL connections, supplemental instruction materials, digital library resources, ebookstore operations, faculty development modules, and so on. The portal would provide these services on a 24/7 basis. Several portal systems could be adapted for statewide use. These include uPortal (<http://www.uportal.org/>), Liferay (<http://www.liferay.com/>), Sakai (<http://www.sakaiproject.org/>), and Jetspeed (<http://portals.apache.org/jetspeed-1/>). Some of these portals are available at no cost (e.g., uPortal), developed by higher education, for higher education institutions. Although the basic software package is free, significant customizing is usually needed.

B. Affordability System-Wide Themes:

B1. Develop Statewide Purchasing Processes

All IC Councils expressed concerns or proposed significant initiatives relating to the affordability of technology. Today, state technology purchases are fragmented across the colleges, resulting in diluted purchasing power. The need for statewide purchasing was expressed as the most resounding of *all* strategic themes for *any* Cornerstone. It was suggested that a professional acquisitions coordinator be hired to negotiate aggregated purchases with vendors on behalf of all 34 community and technical colleges. This person would work actively with college purchasing directors. Master purchasing contracts could be put into place for frequently acquired hardware and software. Volume purchasing initiatives could be

communicated and coordinated through the statewide portal described in system-wide theme A2. Several states have initiated such programs, including California, North Carolina, Texas, and Minnesota. For a broad sampling of related state programs, search Google for “statewide technology purchasing.”

C. Learning Environments System-Wide Themes:

CI. Develop Information Literacy Programs

IC Councils made the point that information literacy is a critical component in learning environments. This is certainly true of the life-long learning environment. Students who are responsible for their own learning understand that access and critical review of information is a basic skill for a knowledge-based economy. According to the American Library Association’s Presidential Report,

“Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”

As such, a system-wide theme of the Learning Environment Cornerstone is to develop a statewide information literacy program. The curriculum core of this program might be delivered online and disseminated via the statewide portal described in A2.

C2. Conduct Technology Training

IC Councils expressed a strong and consistent message in plans for technology training. On campuses across the state, a few technology savvy faculty race ahead of the critical mass. In some cases, these early adopters help bring colleagues along. There are also examples of excellent professional development activities provided at colleges. However, to transfer technology to learning environments at a significant rate, an organized and concerted effort needs to be put into place. Consistent, quality training could be delivered throughout the system in a variety of modalities, including face-to-face, ITV, online, DVD, or some combination thereof. Colleges could be reimbursed for sharing best practices around the state, leveraging talent and expertise with others. Perhaps a Center of Excellence for technology training could be established as a statewide clearinghouse for technology training and classroom development for all community and technical colleges. Clearly, our Continuing Education Council has great experience and expertise with short-term training and could be a centerpiece in such an effort. The CEC could collaborate with the Distance Learning Council and the CIS to provide schedules, links, and just-in-time training through the statewide portal.

D. Infrastructure System-Wide Themes:

DI. Develop Online Resource Warehouse

An underlying theme in Council plans and initiatives was a great need for access to resources. These resources relate to accurate, timely, consistent, and searchable data warehouses. There are generic reports on enrollments, full-time faculty equivalencies, etc., available from the state, but

input sources and formula calculations are not readily discernable. College employees need to be able to “mine” data directly, developing customized, just-in-time reports as needed. State reports are also not customizable. What is proposed is a better use of technology, where data warehouses can be tapped by a broader user population without complex coding or queries. What has also been purposed is a statewide repository for teaching and learning materials. An excellent example of such a resource can be seen at www.merlot.org. This is an open resource for sharing information, best practices, and learning objects and materials. A localized, WACTC resource such as this could be accessible through the statewide portal.

E. Quality System-Wide Themes:

EI. Determine Best Practices

IC Councils were consistent in their presentation of strategic initiatives, calling for an inventory of the state’s educational technology “best practices.” There is a need to identify, collect, and share exemplary practices occurring across the state. These practices relate to technology used in teaching and learning, the pedagogy of online learning, assessment, educational planning, technology training, information literacy curricula, distance learning, workforce education, continuing education, and basic skills. Rather than each college attempting to recreate these practices, an Appreciative Inquiry process could be conducted to determine core successes in these areas. These successes could be circulated via the statewide portal to CTC institutions for consideration and adaptation.

IV. PLAN IMPLEMENTATION

The Cornerstones of this strategic educational technology plan provided the foundation upon which IC Councils developed 50 strategic initiatives. The seven system-wide themes identified above represent a major clustering of the strategic initiatives that had significant overlap between and among Councils. As previously mentioned, not all 50 strategic initiatives are represented by the system-wide themes. However, the majority of them are. A Council may not have presented a strategic initiative relating to a system-wide theme determined; but after review of this document, it may determine that it can significantly contribute to the theme with an initiative. This would be wonderful and certainly welcome.

From the beginning, IC members approached this strategic planning process recognizing the expertise of IC Councils. They are the subject matter experts in the system and best qualified to determine areas of need and focus. The system-wide themes are reflective of this expertise as presented in the IC Council plans. A similar philosophy holds for system-wide plan implementation. IC Councils are in the best tactical positions for initiative implementation and coordination. Accordingly, IC members have designated each IC Council as the “Lead Council” over particular strategic themes. In this role, a Lead Council will be the point group responsible to coordinate related strategic initiatives supporting the assigned theme. Collaborating Councils that presented strategic initiatives in Council plans or that have been identified as important resources for the strategic theme have also been assigned themes. The Lead Councils, their designated themes, and the Collaborating Councils are presented in Table II.

Lead Councils should immediately move forward in planning and coordinating the related strategic initiatives. If budgets or other resources are needed, Lead Councils should recommend these to the Instruction Commission via their IC Liaison as soon as possible. Lead Councils should draw upon SBCTC staff as a resource for information and support. Additionally, the IC members of the planning taskforce are also part of the Lead Council’s support network. Finally, Lead Councils should plan to report quarterly to the IC on the progress of the system-wide theme efforts.

In conclusion, this planning process has been successful. We have a cohesive strategic plan developed with broad input from the experts who know best. All IC Councils have done an exceptional job stepping up to the plate and developing thoughtful and innovative strategic technology plans. It is acknowledged that the process of developing the seven system-wide themes was more artful than scientific. However, the system-wide themes represented by this plan and the underlying council initiatives point us in a sound direction.

<i>TABLE II</i>		
<i>Lead and Collaborating Councils</i>		
	Lead Council	Collaborating Councils
A. Access A1. Expand Distance Learning --- A2. Create System-Wide Portal	Distance Learning Council --- Distance Learning Council	WEC, CBS, & CEC --- ATC, CBS, WEC, LMDC, & CEC
B. Affordability B1. Facilitate State-Wide Technology Purchasing Processes	Workforce Education Council	ATC, CBS, DLC, LMDC, & CEC
C. Learning Environment C1. Expand Information Literacy --- C2. Develop Technology Training	Library & Media Director's Council --- Continuing Education Council	ATC, CBS, WEC, & DLC --- ATC, CBS, WEC, LMDC, & DLC
D. Infrastructure D1. Create Online Resource Warehouse	Articulation & Transfer Council	DLC, CBS, WEC, LMDC, & CEC
E. Quality E1. Inventory Best Practices	Council on Basic Skills	DLC, ATC, WEC, CEC, & LMDC

V. *APPENDICES*

Appendix A: Cornerstone Concept Paper

Cornerstones Concept Paper

EXECUTIVE SUMMARY

The use of technology in education, particularly in the classroom, has been a point of contention since the time of Plato. The use of quill pens, chalkboards, personal slates, books, overheads, 8 mm movies, videos, TVs, and computers have all had controversial introductions into the classroom. Typically, the reason for the controversy stems from the technology being new and unproven. Today, in the early spring of 2005, Washington's community and technical colleges stand at the threshold of employing new technologies, including a rehosted environment. This is a new era and chapter for our institutions. It is a time for which we must proactively and strategically plan.



As suggested above, “educational technology” is a relative and evolving concept. For purposes of this document, we are defining educational technology very broadly. This is consistent with the philosophy that a student’s educational success is a holistic and systematic venture. Accordingly, educational technology as used herein represents the application of existing and emerging technologies, which support a student’s educational success through teaching and learning applications and in student development and support systems.

Individually, the state’s colleges have been successfully using educational technologies for many years. The aim of Cornerstones is to provide a strategic framework for collaboration between and among Instruction Commission Councils. Ultimately, the goal of Cornerstones is to provide opportunities through these Councils for each of Washington’s community and technical colleges that they would otherwise not have. Conceptually, Cornerstones represent core vision elements of an educational technology strategic plan. Cornerstones are system-wide themes, expressing broad strategic priorities. They form a coordinated base for Instruction Commission members and their colleges, yet Cornerstones enable the strengths and individuality of each of the colleges to shine through. As outlined below, Cornerstones serve as a common strategic foundation upon which Instruction Commission Councils can build strategic plans. Council expertise formulates related strategies to develop and promote Cornerstone topics in these plans. Synthesized into a systemic whole, Council plans will represent an Instruction Commission, Educational Technology strategy for the state.

EDUCATIONAL TECHNOLOGY MISSION STATEMENT:

To promote, facilitate, and inspire deep learning and innovative student services through the active and engaging use of educational technology.

EDUCATIONAL TECHNOLOGY VISION STATEMENT:

To improve *access* to educational opportunities by creating new *learning environments* that will leverage the statewide *infrastructure*, increasing educational *quality* and optimizing technology *affordability* for all colleges within the system.

EDUCATIONAL TECHNOLOGY CONERSTONES:

Access is our heritage. Washington community and technical colleges are collectively known as the “people’s college,” where educational opportunity is made more accessible. The prudent use of technology enhances this access.

Learning Environments are our specialty. Washington community and technical colleges are teaching institutions, where educational technologies are used to create innovative and effective learning environments.

Infrastructure is our advantage. Washington community and technical colleges have a strong technology infrastructure upon which to build a future system of educational collaboration.

Quality is our trademark. Washington community and technical colleges use technology to maximize the quality of the students’ educational experience.

Affordability is our mandate. Washington community and technical colleges discover, develop, and implement creative strategies, which help keep educational technologies affordable.

OVERVIEW OF CONERSTONES:

Access is our heritage. *This Cornerstone is about developing and employing technology to enhance, encourage, and promote access to educational opportunities and services.*

Providing access to educational opportunity has been a key mission element from the inception of Washington’s community and technical colleges. Now, the potential of technology in these institutions is providing new dimensions to educational access. The Internet, for example, is transforming what were once isolated classrooms into truly global learning environments. Faculty has the opportunity to access data from around the world, sharing it with students in the classroom. Through technology, faculty can also establish virtual connections with experts, engaging students in real-time discussions and

SYSTEMS

A system is an entity, which maintains its existence through the mutual interaction of its parts. The key emphasis here is "mutual interaction," in that something is occurring between the parts, over time, which maintains the system. A system is different than a heap or a collection....

Ludwig von Bertalanffy
(1901 - 1972)

presentations. They might also take students on virtual “field trips” to rainforests, to a violinmaker’s shop, to Easter Island, to Mt. St. Helens, to the nine planets of our solar system, to Cape Cod, or to the Louvre – all without leaving the classroom. Access to content and learning is unlimited thanks to technology. The days of isolated classrooms are now things of the past.

Another aspect of access relates to educational services. Community and technical colleges are an important student bridge, working to close the digital divide. The colleges provide access to technology for students who are not able to afford their own. This access enriches the educational experience and enables a connection to campus services that they might not otherwise have. The “eCampus” concept is an example of this. The eCampus is a comprehensive, single point of entry on our campuses for all learning and student support services. The eCampus leverages existing infrastructure by providing a World-Wide Web presence for on-campus departments and related services. The essence of the eCampus is development of an enterprise level portal, which extends the reach of College services to the community, service area, and beyond. It enables greater access to course content, instructional talent, and a complete array of student support services. It serves those who for whatever reason cannot obtain traditional on-campus services. However, perhaps most significantly, the eCampus supplements educational opportunities and support services for all students – on and off campus.

The Web has become the “new normal” in the American way of life; those who don’t go online constitute an ever-shrinking minority. And as the online population has grown rapidly, its composition has changed rapidly. At the infant stage, the Internet’s user population was dominated by young, white men who had high incomes and plenty of education. As it passed into its childhood years in 1999 and 2000, the population went mainstream; women reached parity and then overtook men online, lots more minority families joined the party, and more people with modest levels of income and education came online.

A decade later, the Internet has reached into — and, in some cases, reshaped — just about every important realm of modern life. It has changed the way we inform ourselves, amuse ourselves, care for ourselves, educate ourselves, work, shop, bank, pray and stay in touch.

*Pew Internet & American Life Project
January 2005*

Learning Environments are our specialty. *This Cornerstone is about employing technology to create, support, and expand new learning environments and their components.*

There is a rapidly growing population of students dwarfing all others who have ever attended community and technical colleges. They are not “traditional” by any means. They are also not “Gen-A,” “Boomers,” “Gen-X,” nor “Gen-Y” populations. In fact, this student population is not well defined by age, race, gender, or social status. Instead, this fastest growing student population is best defined by its connectedness and technology savvy. These students expect such things as just-in-time learning, hybrid classes, electronic learning communities, personalized education, ePortfolios, synchronous and asynchronous discussions, edutainment, virtual teams, and new and authentic ways to demonstrate course competencies.

This Cornerstone is about using educational technologies to transform the learning environment for this new student population. This transformation is more than merely “bolting on” technology to current learning environments, such as with PowerPoint presentations. It is about creating discovery-based learning environments and strategies where active, deep learning can happen. An example of this might be virtual learning communities, where interdisciplinary classes link up to study a problem or phenomenon. Another example might be the integration of “Webquests” into class assignments, where students use specific Internet sites to research and discover answers. Yet another example of transformational learning spaces and strategies are “Knowledge Rooms.” Knowledge Rooms are virtual spaces for exploration, collaborative research, skill development, creative expression, and critical dialogue and debate designed to supplement traditional classroom-based education. (See www.knowledgeroom.com)

The United States and the world are now in the midst of an economic and social revolution every bit as sweeping as any that has gone before. Computers and information technologies are transforming nearly every aspect of American life. They are changing the way Americans work and play, increasing productivity, and creating entirely new ways of doing things. Every major U.S. industry has begun to rely heavily on computers and telecommunications to do its work. But so far, America's colleges have been an exception to this information revolution. Computers and information technologies are not part of the way most American students learn.

*Getting America's Students Ready
for the 21st Century: Meeting the
Technology Literacy Challenge
June 1996*

Infrastructure is our advantage. *This Cornerstone is about employing technology to leverage assets to make full, effective, and efficient use of system-wide resources.*

When it comes to technology, systemic leverage is a strategic advantage. Leverage takes many forms, beginning within campus IT departments and extending across the state with collaborations. Certainly, statewide group buying power is one form of leverage, bringing down procurement costs. However, consortial development and technology transfer can be one of the greatest forms of leverage for Washington community and technical colleges. The Center for Information Services (CIS), Executive Committee understands the importance of leverage as indicated in the following statement from its April 2004, Long-Term Planning Committee report.

The Community and Technical Colleges in the State of Washington are at a seminal point with regard to information technology and the returns that today's investment will provide tomorrow. The choice to invest or not invest in technology is the choice to

le·ver·age

Pronunciation: levurij

Definition: [n] investing as a way to amplify potential gains
[n] strategic advantage; power to act effectively; "relatively small groups can sometimes exert immense political leverage"
[n] the mechanical advantage gained by being in a position to use a lever

[v] provide with leverage; "We need to leverage this company"

[v] supplement with leverage; "leverage the money that is already available"

survive and thrive in tomorrow's world or to gradually yield to stronger, more forward-thinking rivals. Only through a common vision with concentrated collaboration will the consortium be able to capitalize on its strengths of today and successfully meet the challenges of tomorrow. Our consortium is rich with technology experts. Leveraging that resource will bring us closer to our goals. The LTP Committee believes that the Collaborative Development framework..., coupled with the outcome of the Re-hosting project, will prove to be the key to the consortium's future success.

It seems clear from this statement and the 19 recommendations found in the Long-Term Planning Committee's report that the CIS vision for infrastructure is one of leveraging systemic strengths in multiple ways. This will provide a solid foundation upon which to build educational technology plans. The Instruction Commission and its Councils join to support group purchasing and collaborative product development and application wherever possible. Councils are encouraged to explore and propose collaborative development projects in their plans.

Quality is our trademark. *This Cornerstone is about employing technology to increase the quality of the instructional and educational experience.*

Chickering and Gamson published the "Seven Principles for Good Practice in Undergraduate Education" in 1987 and then revised and updated them in 1996 related to the use of technology. The "Seven Principles" is one of the best summaries of what decades of educational research indicates are the kinds of activities most likely to improve learning quality. The Seven Principles are as follows:

1. Good Practice Encourages Contacts Between Students and Faculty.
2. Good Practice Develops Reciprocity and Cooperation Among Students.
3. Good Practice Uses Active Learning Techniques.
4. Good Practice Gives Prompt Feedback.
5. Good Practice Emphasizes Time on Task.
6. Good Practice Communicates High Expectations.
7. Good Practice Respects Diverse Talents and Ways of Learning.

In order for a new technology to be successful, it must do the old job 10 times better. When we think of successful deployments of technology in higher education, such as word processing, electronic mail, course registrations, and electronic card catalogs, it becomes clear that each "does the job" at least 10 times better than what it has replaced. By comparison, currently no instructional software application at the collegiate level comes even close to meeting the requirement.

Peter Drucker

If the power of educational technologies is to be fully realized, they should be employed in ways consistent with the Seven Principles. Over the years, educators, including faculty of Washington's community and technical colleges, have developed many ways to use technologies to implement the Seven Principles. The Teaching Learning and Technology Group has compiled a comprehensive web library (www.tltgroup.org/Seven/Library_TOC.htm), listing hundreds of innovative ways technology has been used to enhance and promote each of the seven principles. Councils should consider strategies supporting these principles when building plans.

Affordability is our mandate. *This Cornerstone is about discovering, creating, employing, and sharing ways to make technology more affordable.*

Any discussion of the future role of educational technology must include affordability. With a deliberate and concerted effort, there are ways we can keep technology affordable. Obviously negotiating group purchase contracts of software, hardware, etc. can result in bulk pricing, which can be better than that achieved by a college independently. Additionally, the state might hire a few highly technical personnel in specialty areas like network design, security, etc. These technicians could provide advice and counsel to colleges, again at a cost less than any of the colleges could independently hire outside consultants.

Instructional content is another area where cost savings can be achieved, particularly time savings for faculty. Learning objects are an example of this. Learning objects are a new way of thinking about learning content. Traditionally, instructional content comes in hour or multi-hour blocks. Learning objects are much smaller learning units, typically ranging from 2 to 15 minutes and covering narrow chunks of necessary learning. Many times learning objects focus on student “stumbling points.” These are stages or instances during a class when certain topics, lessons, or concepts using traditional pedagogy tend to cause students great difficulty, hindering student and/or class progress and success. Once developed, learning objects can be shared through an electronic repository. Faculty needing lesson components or assignments can then search the repository and incorporate the objects into their classes. Sample learning object repositories can be found at elearning.utsa.edu/guides/LO-repositories.htm.

Ever since higher education became a mass phenomenon, colleges and universities have made significant use of cost control measures. The 200-seat lecture hall, graduate student teaching assistants, adjunct faculty, and the like exist for purposes of controlling costs rather than improving educational quality. Because they tend to mirror their on-campus counterparts, distance-learning applications that extend the classroom via telecommunications do a reasonable job of controlling costs. But even though decades of educational research have proven that these approaches are "as good as" the face-to-face classroom, they fail to improve on the inherent limitations of the lecture method, thereby sacrificing quality. Clearly, it is not difficult to meet one of higher education's goals of increased access, controlled costs, or improved quality by itself. The trick is to find a way to achieve all three at once.

Navigating the Transition, 1994
Carol Twigg

The above cost saving ideas are only a small beginning to a statewide initiative, where other educational technology cost/affordability strategies could be collected and shared. In our environment, cost saving strategies are just as important as new product development. The hope is that Council member expertise will have many ideas about developing such strategies, which will be incorporated into strategic plans.

PROCESS MATTERS:

Cornerstones are foundational building elements. In our case, Cornerstones are foundational building elements for our educational technology strategic plan. As shown in Figure 1, the five Cornerstones of 1) *access*, 2) *learning environments*, 3) *infrastructure*, 4) *affordability*, and 5) *quality* make up the foundation of our Instruction Commission, Educational Technology plan. The process is that a template will be developed and disseminated to Instruction Commission Councils. The template will contain the

components necessary for IC Councils to develop strategic educational technology plans, building upon the Cornerstones. It is recognized that not all Cornerstones will be as applicable to all Councils, and some Councils may decide to focus on particular Cornerstones over others or at different times over the coming three years. The advantage of the Cornerstones approach is that the process is a “bottom-up” approach. In this way, the area experts from the Councils share in leading the plan development process. They determine how best to build upon and achieve Cornerstone priorities.

Once Council plans are completed, a committee consisting of Instruction Commission and Council representatives will synthesize them into an overall educational technology plan for the Instruction Commission. During the synthesizing process, committee members will identify “Significant Initiatives” from each Council plan. From these Significant Initiatives, the committee will act as a nexus, linking, coordinating, and facilitating “Council Collaborations.” Council Collaborations will become the major goals of the Instruction Commission Educational Technology plan.

Figure 2 is provided for discussion purposes only. The idea expressed in the figure is that all Commissions and their Councils might go through a similar process. In the end, a synthesizing process of Commission plans similar to that used by the Instruction Commission Council plans, might take place at the Commission level.

Ultimately, then, the Washington community and technical college system would have an Educational Technology Plan, representing, promoting, and supporting all Commissions and Councils.

ACTION STEPS:

February 18, 2005 –

Presented to

Instruction

Commission. Presented

Cornerstones draft

document to Instruction

Commission for input

and approval.

Completed.

March 2, 2005 –

Present to ITPG.

Presented IC

Cornerstones,

incorporating input from

Instruction Commission

members, to ITPG for

adoption as system-wide

framework.

Completed.

The Lineage of Cornerstones...

The Cornerstones effort came out of a request from Susan Tinker (V.P. Skagit), Chair of the Instruction Commission, to develop an educational technology vision for the Instruction Commission. In the fall of 2004, Susan asked Anthony Beebe (V.P. Yakima) and Carol Henderson (V.P. Shoreline) to co-chair an Educational Technology Visioning Committee comprised of Instruction Commission members. The committee’s charge was to develop a strategic visioning document that would guide and facilitate educational technology planning over the next three years.

With this charge, the committee co-chairs began by conducting a survey of all 50 states and statewide strategic planning endeavors. State directors and planners from 15 states shared related educational technology plans. From this information, the visioning committee immediately discovered that in order to develop an effective and meaningful statewide plan, efforts must be inclusive and systemic. More specifically, “instruction” cannot build a strategic plan in isolation from student services, CIS, business affairs, etc. Committee members found that the best statewide plans emerged from “systems thinking,” where deliberate and concerted efforts were made to link outwardly, rather than “silo thinking,” where efforts are focused inwardly. Given this information, the visioning committee was broadened to include representation and input from the Student Services Commission, the Center for Information Services, the Library Media Directors Council, the Distance Learning Council, WAOL, the Information Technology Planning Group, and others who share an interest in educational technology.

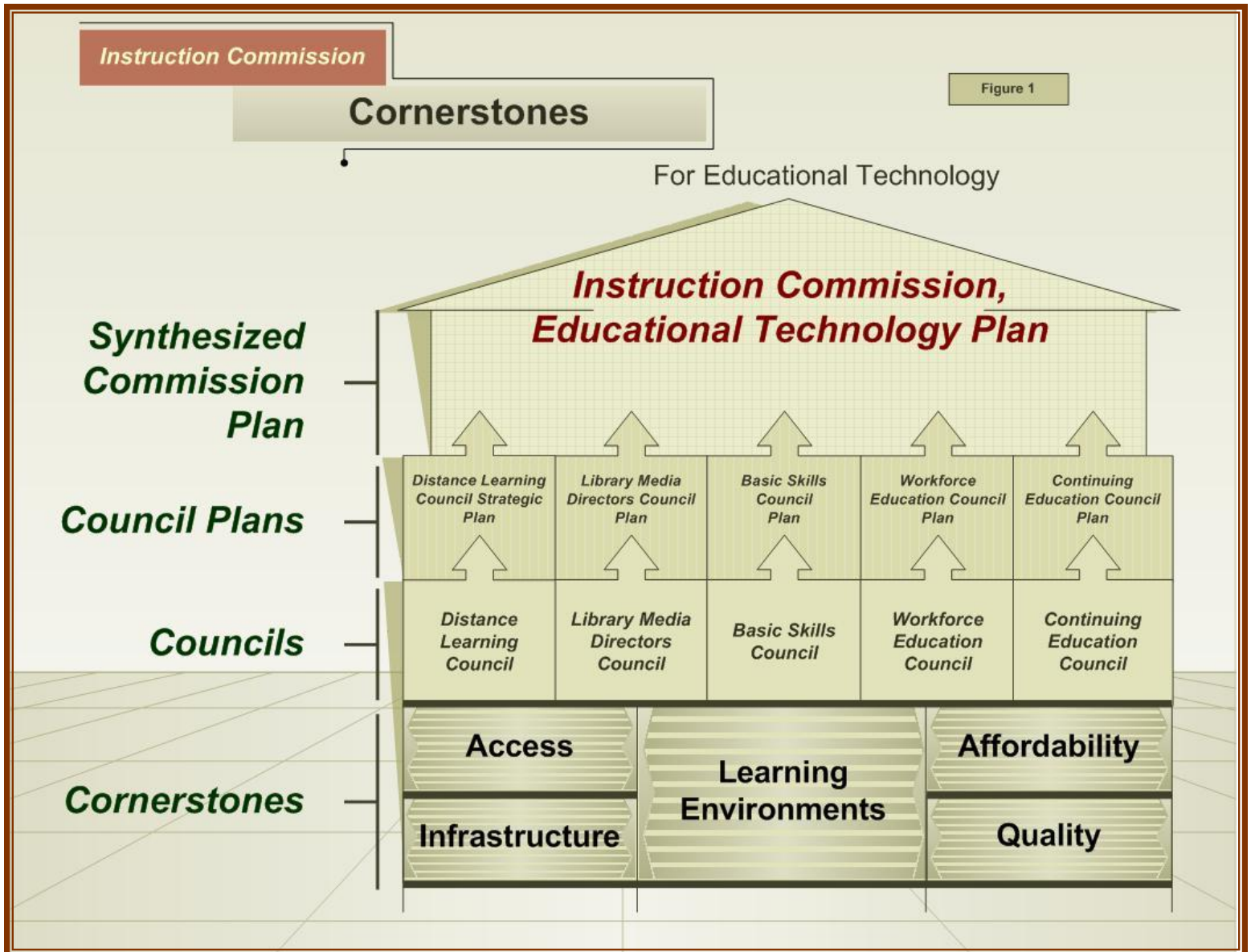
The timing was excellent to bring the aforementioned groups together. Several of the groups had been actively engaged in strategic planning relative to their own areas and had completed outstanding work. The Student Services Commission, the Library Media Directors Council, and the Distance Learning Council were furthest ahead of the pack. Leaders of these groups embraced the idea of a coordinated, systemic approach, but they also realized that further discussions would be necessary to determine how to proceed on a system wide scale.

March 9, 2005 – Disseminate Cornerstones. Disseminate Cornerstones to IC Councils, requesting related Educational Technology plans by June 30, 2005. *Completed.*

March 23, 2005 – Present to CIS Exec. Committee. Present IC Cornerstones to CIS Exec. Committee for adoption as system-wide framework. *Completed.*

June 30, 2005 – Synthesize Council Plans. Convene committee to begin identifying “Significant Initiatives” from Council plans and synthesizing into IC Educational Technology Grand Plan. *Completed.*

August 1, 2005 – Complete IC Educational Technology Grand Plan. Complete and disseminate IC Educational Technology Grand plan. *Completed.*



Washington CTC

Figure 2

Cornerstones

For Educational Technology

**Washington Community
& Technical Colleges**

**Educational
Technology Plan**

Public
Information
Commission

Instruction
Commission

Information
Technology
Commission

Human
Resources
Commission

Business
Affairs
Commission

Student
Services
Commission

Educational
Technology
Plan

Educational
Technology
Plan

Educational
Technology
Plan

Educational
Technology
Plan

Educational
Technology
Plan

Educational
Technology
Plan

Access

Infrastructure

Learning Environments

Affordability

Quality

Appendix B: Cornerstone Plan Template

COUNCIL PLAN TEMPLATE

2005-06

An Educational Technology Strategic Plan

*building a future on the
Cornerstones of the
Instruction Commission*

[The Instruction Commission members are providing this template to its Councils as a companion to the Commission's "Cornerstones" document. As such, a thorough review of the Cornerstones document should be the starting point of the Educational Technology planning process. Overall, the goal is that each Instruction Commission Council will use this template to develop a three-year Educational Technology Plan. Once completed, these Council plans will then be synthesized into a "grand plan" for the Instruction Commission.

The intent of the template is to provide a "soft-sided framework," enabling Council members to express their vision and desired direction for the future. Although Instruction Commission members established the base Cornerstone elements, members believe strongly that future directions and the means to best promote these vision elements must come from Council experts.

The Instruction Commission does not want this to be a burdensome or academic process. In fact, just the opposite is true; it is critical that plans be succinct, realistic, pragmatic, and achievable. Completed plans are limited six (6), single-spaced pages, not including appendices, if you feel they are necessary. Brevity is a virtue! Please be as clear, concise, and well organized as possible. Prior to submitting this plan, please delete all template text and the instructions in brackets. All Council plans are due June 30, 2005. Please email plans to Dr. Anthony E. Beebe, Vice President of Instruction and Student Services, Yakima Valley Community College, at abeebe@yvcc.edu. Thank you for participating in the important Instruction Commission project!]



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I. TABLE OF CONTENTS
II. EXECUTIVE SUMMARY
III. CORNERSTONE STRATEGIES
IV. EVALUATION.....
V. TIMETABLE
VI. APPENDICIES

Executive Summary

[Provide a paragraph or two describing the highlights of your Council’s plan. It’s important to identify in summary your Council’s “significant initiatives” related to supporting the Cornerstones.]

Cornerstone Strategies

[This is the section where Councils provide their strategies and initiatives supporting and building upon the Instruction Commission Cornerstones. It is understood that not all Cornerstone elements may be applicable to all Councils or that some Councils may want to focus more directly on certain Cornerstones over others or that some Councils may want to provide a “phased-in” or “pilot” approach to promoting Cornerstones. All of these strategies are acceptable. As mentioned, it is left to the Councils and the expertise of their members to determine how best to promote the Cornerstone vision elements in their Educational Technology Plans. Whatever Councils determine, the Instruction Commission expectation is that Councils will provide a brief couple of paragraphs to highlight what the “significant initiatives” are and the related strategies to accomplish these initiatives. It should be clear to readers of your plan what the top three or four primary initiatives will be over the next three years and how you plan to accomplish these initiatives.]

Access is our heritage.

[This Cornerstone is about developing and employing technology to enhance, encourage, and promote access to educational opportunities and services.]

Cornerstone	Significant Initiatives	Strategies
Access	#1 – Initiative Title #2 – Initiative Title etc.	1A (description) 1B (description) etc.

Learning Environments are our specialty.

[This Cornerstone is about employing technology to create, support, and expand new learning environments and their components.]

Cornerstone	Significant Initiatives	Strategies
Learning Environment	#1 – Initiative Title #2 – Initiative Title etc.	2A (description) 2B (description) etc.

Infrastructure is our advantage.

[This Cornerstone is about employing technology to leverage assets to make full, effective, and efficient use of system-wide resources.]

Cornerstone	Significant Initiatives	Strategies
Infrastructure	#1 – Initiative Title #2 – Initiative Title etc.	3A (description) 3B (description) etc.

Quality is our trademark.

[This Cornerstone is about employing technology to increase the quality of the instructional and educational experience.]

Cornerstone	Significant Initiatives	Strategies
Quality	#1 – Initiative Title #2 – Initiative Title etc.	4A (description) 4B (description) etc.

Affordability is our mandate.

[This Cornerstone is about discovering, creating, employing, and sharing ways to make technology more affordable.]

Cornerstone	Significant Initiatives	Strategies
Affordability	#1 – Initiative Title #2 – Initiative Title etc.	5A (description) 5B (description) etc.

Evaluation

[Please spend a couple of paragraphs discussing how progress will be evaluated towards achieving your Cornerstone initiatives. What are the milestones along the way?]

Timetable

[You may want you provide a rough timeline on how your Council expects to approach and accomplish Cornerstone initiatives.]

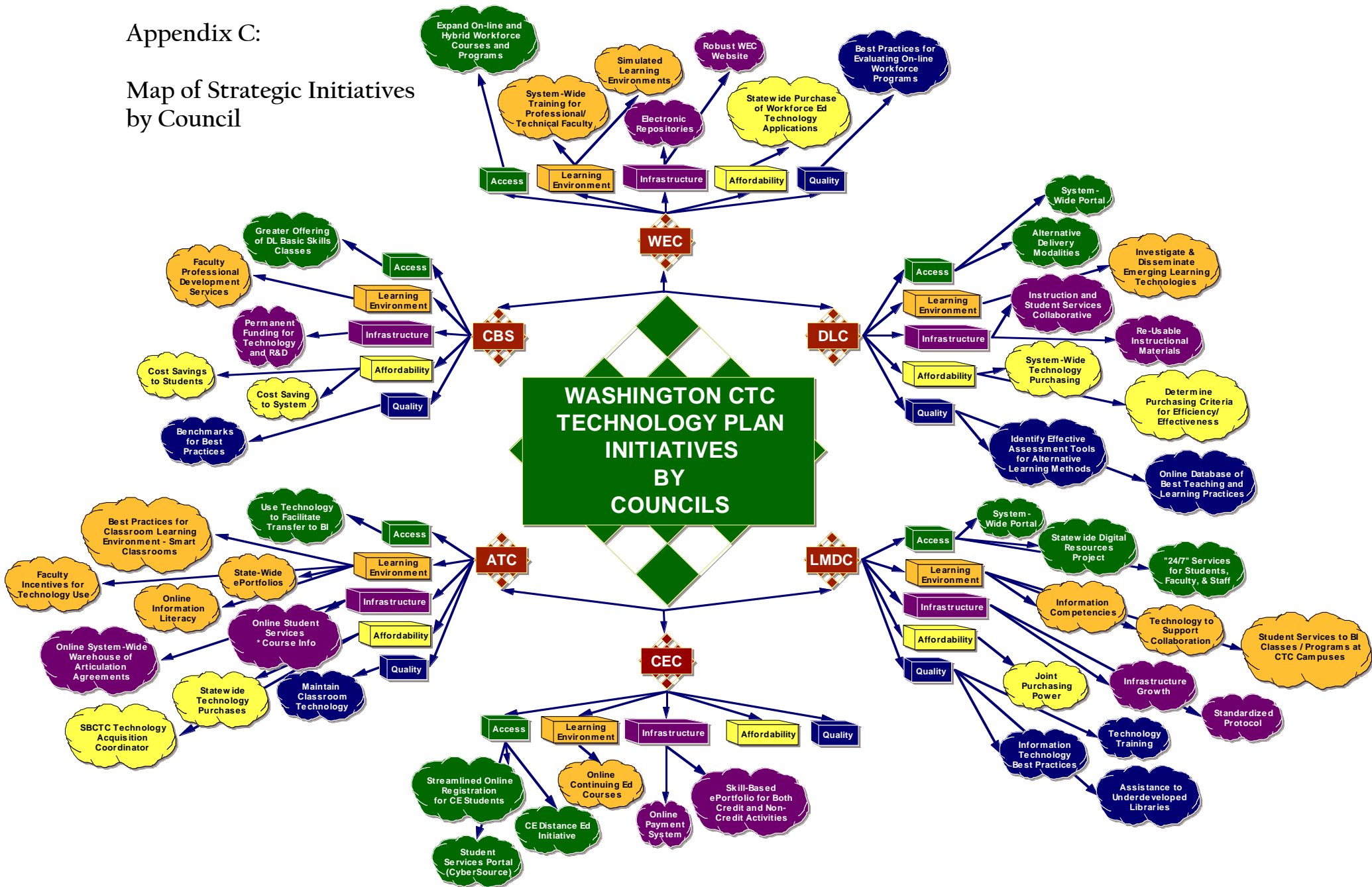
	Description of Work	Start and End Dates
Phase One		
Phase Two		
Phase Three		

Appendix

[Please attach any additional information that will support your plan and/or help Instruction Commission members understand what you are doing.]

Appendix C:

Map of Strategic Initiatives by Council



Appendix D:

Map of Strategic Initiatives by Cornerstones

