
TIPS UNDERGROUND – STRATEGIC PLAN

INTRODUCTION

ORGANIZATION

Global Campus is the educational technology portion of a state university, a non-profit higher education institution. Its purpose is to “work with units across the ... campus, industry and business leaders in order to provide access to educational opportunities that will help people advance in their careers or start new ones.”

Recently the building that houses *Global Campus* has been renovated, but the entire 1st floor (in the basement) has been left untouched. The *Associate Director of Instructional Design & Support Services* has indicated that a portion of this space will be allotted for *TIPS (Technology, Innovations & Pedagogical Support)*, which is a partnership between *Teaching & Faculty Support Center, IT Services* and *Global Campus*. The working name of the project is *TIPS Underground*.

STRATEGIC PLANNING RATIONALE

The university has an overarching Strategic Plan with the following Mission Statement: “The university... is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to [the state].” It goes on further to emphasize the need for “utilizing research, discovery and creative activity” and “emphasizes outreach, engagement and collaboration.”

There are eight Guiding Priorities listed underneath the Strategic Plan, including “Promoting Innovation in Teaching & Learning.” If you drill down further into the information given concerning this priority, you will find the following stated goal: “Improve student success through improved innovations in teaching and learning.” Of the six actions listed underneath this goal, one can be seen to specifically apply to this project: “Plan for new learning spaces to foster innovation, active learning and engagement.” A guiding metric will be “the proportion of undergraduate students who have at least one experiential learning experience upon graduation.” The idea of *TIPS Underground* flows logically from this – it is a project that will provide the faculty a location where they can find a quiet space to work, free of the interruptions that come with working in their own offices and also offer the opportunity to consult and collaborate with other faculty and the *Faculty Support Teams* in creating engaging and effective learning activities for their students.

The primary benefactors of this plan are the students who will benefit from increased faculty engagement in the pedagogical possibilities provided by *TIPS Underground*. The secondary benefactors are the faculty, as they are aided in their efforts to creatively and effectively engage their students.

TIPS UNDERGROUND – STRATEGIC PLAN

The purpose of this strategic plan for technology is to ultimately outfit three rooms on the first floor of *Global Campus* with the necessary technology and equipment to provide faculty the space to create and experiment with technology for their courses. It will help drive the process forward and provide the *TIPS Underground* project managers with a technology vision statement, technology inventory and evaluation, gap analysis, needs assessment and clearly outlined action plan that includes a detailed budget, three-year implementation timeline and a long-term evaluation plan.

STAKEHOLDERS

Key stakeholders include executive management personnel (the *Vice Provost* and *Assistant Vice Provost of Distance Education*), the *Associate CIO of University Information Technology Services*, the *Vice Provost for Faculty Affairs*, two project managers (the *Associate Director of Instructional Design & Support Services* and the *Director of Academic Technology & Innovation*), the *Manager of Technology Services for Global Campus*, the *Teaching & Faculty Support Center* directors, key members of the faculty, and personnel from various Faculty Support Teams.

The main participants directly involved in the strategic planning process have been:

- Project Managers
 - *Associate Director of Instructional Design & Support Services (AD of IDSS)*
 - *The initiator of the original idea and will be providing the budget for the first iteration of this project from her overall budget in Global Campus.*
 - *Director of Academic Technology & Innovation*
 - *As the Director of Academic Technology & Innovation, she has a vested interest in turning the space into a valuable support area for the faculty.*
- *Global Campus Learning Technology Support*
 - *Academic Technologists and Student Engagement Specialists*
- *IT & Building Support Tech*
- *Strategic Planning Lead (Kierstin Bible)*

TECHNOLOGY VISION

PARTICIPANTS, METHODS & TECHNIQUES

The technology vision statement is the result of a collaborative meeting that took place on October 1, 2018 in the space that will eventually become *TIPS Underground*. Several stakeholders were in attendance:

- *Associate Director of IDSS*
- *Director of Academic Technology & Innovation*
- *Two Student Engagement Specialists*
- *Three Academic Technologists*

TIPS UNDERGROUND – STRATEGIC PLAN

- A *Graduate Assistant* in History (representing faculty)
- Kierstin Bible – *Strategic Planning Lead*

The meeting was led by Kierstin Bible and began with an introduction to the concept of *TIPS Underground*. The overarching university Strategic Plan was reviewed, including the specific Guiding Priority of “Promoting Innovation in Teaching & Learning.” The applicable goal, actions and metrics (listed above) were reviewed and provided a foundation on which the upcoming activities could rest. Kierstin stated: “we have these already, so we don’t have to rehash them, but instead we need to build on them.”

At this point, the *Director of Academic Technology & Innovation* reviewed feedback she has received from faculty in the past months. She interviewed people who are already using an on-campus annex as a resource for teaching as well as people who are most likely to adopt active learning and innovative classroom spaces. She went on to clarify that active learning includes the following:

- Collaborative work in class
- Using technology to do group work
- Providing spaces for people to interact
- Providing spaces for students to guide the learning

After interacting with the faculty and asking them about their needs and wishes, she provided the following “wish-list” as a further foundation for the Vision Meeting:

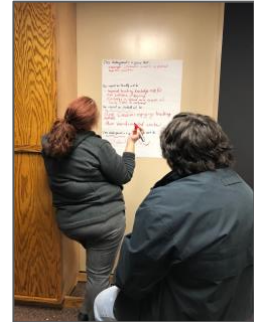
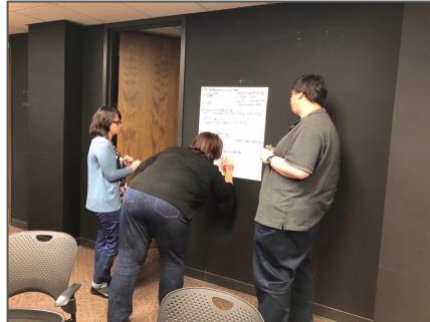
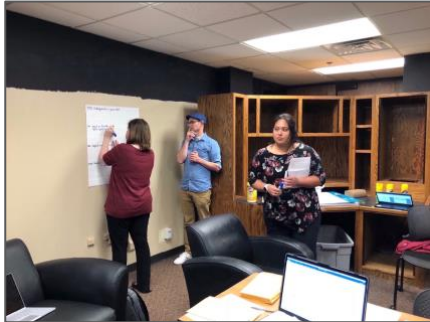
- Faculty want:
 - A place on campus to come for help.
 - A space to share ideas with other faculty.
 - A sandbox to test out a teaching method without students being there.
 - A place to experiment with new and interesting things (i.e. Virtual Reality)
- They’d like this space to have:
 - Dual-booting Macs and PCs (agnostic devices)
 - Standing Desks
 - Configurable furniture

Next, the group moved into a collaborative exercise that involved dividing up into three groups and brainstorming on the three following questions:

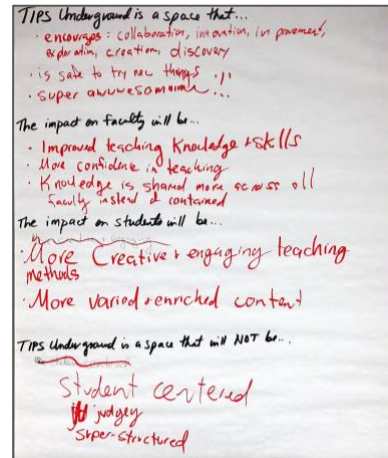
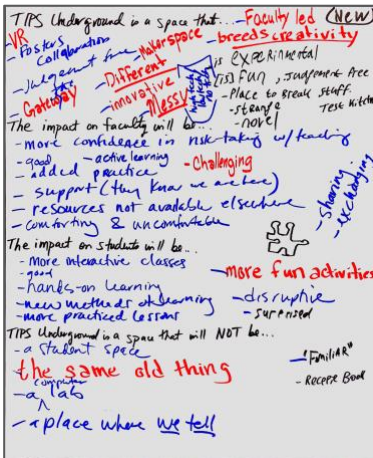
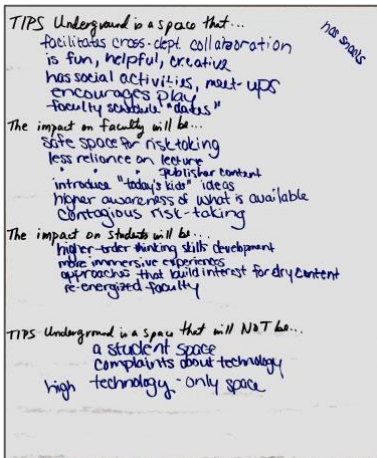
- “*TIPS Underground* is a space that...”
- “The impact on faculty will be...”
- “The impact on students will be...”
- “*TIPS Underground* is a space that will NOT be...”

TIPS UNDERGROUND – STRATEGIC PLAN

The three groups wrote their answers on extra-large sticky led notes on the walls of the space that will become part of *TIPS Underground*. The energy was very high in the room, as each group considered what this project would look like in the coming years.



Some groups were very methodical, having one person write all of the ideas in one color marker, while other groups each grabbed a marker and began writing ideas as they surfaced in whatever space was available. Each of the participants either works closely with faculty and students or *is* a faculty member, and they were eager to share their experience in this exercise. After about fifteen minutes of collaborative work, each group shared the results of their brainstorming:



From here, the group narrowed the focus even further. Kierstin passed out two sets of blank index cards. For the first card, she asked the group to describe what *TIPS Underground* will look like. "What will actually be happening here? Who will be here? What will people be doing?" Each group member spent several minutes writing on their card, making sure that they included their name if follow-up is needed.

TIPS UNDERGROUND – STRATEGIC PLAN

The following table includes what each person wrote down, organized into groups:

ACTIVITIES	ITEMS	IDEAS	PERSONNEL	INTANGIBLES
<ul style="list-style-type: none"> • Building games • Creating interactive presentations • Virtual Reality game creation • VR/AR • Building props for presentations • Sewing costumes for presentations • Creative interactive demonstrations • Games going on. • Meetings • Meet-n-Greets • Yoga • Swapping stories • App creation • Configurable furniture • Training on new technologies from SMEs. • Sandboxing new teaching ideas/methods. 	<ul style="list-style-type: none"> • Pool table • Colored paper • Colored pencils/pens • Post-it notes (all sizes) • USB hubs for all devices • Phone chargers • Laptop chargers • Yoga mat/balls/bricks • Laser printers • 3D printer • Virtual Reality setup. <ul style="list-style-type: none"> ○ Goggles ○ LED screen • Board games • White boards on walls (paint?) • White boards on tables • Plotter • Light board • Motion capture equipment • Dart board • Green-screen – quick-record area • Comfy chairs • Tables • Posters on the walls with examples of what others have developed in <i>TIPS Underground</i>. • Material to create games for gamification. 	<ul style="list-style-type: none"> • Using LEDs to show how brains fire. • Ski-Ball game • Maker space – area to create and build things • Technology kits for instructors • Screen mirroring • Year-round teacher’s workshop • Gamification • Faculty meeting with each other to work on courses they have co-designed and team taught. • UA sponsored podcasts of faculty research. • Networking with larger institutions. 	<ul style="list-style-type: none"> • Tech Support • A lot of people working together • Faculty • Academic Technologists • Librarians • IT Services • CEA Staff • People from various departments and colleges. 	<ul style="list-style-type: none"> • Instructors getting excited about sharing with each other. • Instructors getting inspired by what they see and hear going on around them. • Instructors knowing that they have a place to become better educators. • Bright & cheery environment. • Faculties becoming students for innovation. • Cross-collaboration. • Social space. • Peer groups are created.

For the second card, she asked the group to consider *TIPS Underground* five years in the future: “If we are successful, how will *TIPS Underground* be described in 5 years?” This strategy was meant to pull their thoughts away from the actual technology, which can change on a dime, to an overall statement about the facility.

The following is a list of statements that answer the question “If we are successful, how will *TIPS Underground* be described in 5 years?”:

<ul style="list-style-type: none"> • They are so helpful. • It’s an amazing, fun, exciting, cool, relevant, inspiring, unusual, exciting, new place. • I learned so much there • It is a space for faculty. • I love to chat with them. • I trust them and their advice. • It’s a great place to start. • I never feel pressured. 	<ul style="list-style-type: none"> • They help me realize my ideas. • It’s a welcoming, exciting, encouraging place where I can learn and grow. • It is a “must-see” destination for faculty interviews (to show them how great it is to work at the university). • It’s a place you can meet other faculty. • You should go there before 1st Thursdays. 	<ul style="list-style-type: none"> • You should go there after you visit the Farmer’s Market on Tuesdays and Thursdays. • You should check out the New Academic Technology EXPO that they sponsor every year. • They have the best Halloween Party in the academic nation. • There are some great fun learning activities for faculty.
---	--	--

TIPS UNDERGROUND – STRATEGIC PLAN

TECHNOLOGY VISION STATEMENT

After the collaborative meeting, Kierstin pulled together the ideas and distilled the excitement about the project into the following technology vision statement.

TIPS Underground is a place where the faculty of the university can collaborate with the *Teaching & Faculty Support Center*, *IT Services* and *Global Campus* to create innovative, engaging, exciting and effective educational experiences for the students of the university. It is a space that both encourages and supports “contagious risk-taking” and allows faculty a fun and safe place to share ideas – and then works with them to turn those ideas into active learning experiences for students. On-site personnel are provided to support and inspire faculty to experiment with new technologies and instructional concepts. On-site technology, equipment and supplies give faculty the physical tools needed to fully follow their ideas to fulfillment. At the end of the day the faculty will be continually refreshed and excited about the possibilities of teaching and learning, and the final benefactors will be university students.

LONG-TERM NEEDS

In assessing the long-term needs that must be addressed, one must go back to the foundation laid by the university strategic plan and look specifically at the applicable metric from the Guiding Priority of “Promoting Innovation in Teaching & Learning.” Undergraduate students must leave the university with at least one experiential learning experience under their belt. What is clear from the vision statement is that this requires two key components – collaboration and equipment. Furthermore, the collaboration will directly inform how equipment is acquired, used and cared for. This collaboration provides the spark for creating innovative and engaging active learning activities for students. Therefore, while it is important to consider rapidly evolving technologies in planning for the long-term needs, it is also critical to consider the collaborative technologies that will be necessary to adhere to this vision.

For example, the laser printer purchases in year-one of the project may be unable to be updated by year five. However, collaborating with *IT Services*, *Global Campus* and the *Teaching & Faculty Support Center* will ensure that there are several different personnel who are knowledgeable about printers, others who will have an operating budget for each year and still others who will understand that perhaps a grant can be obtained to purchase a new state-of-the-art machine. Working collaboratively, the team of people who are passionate about the vision of *TIPS Underground* will be able to consistently input into the process of equipment upkeep and procurement.

To begin, it will be incredibly important to procure a detailed inventory list of items along with an estimation of its life-expectancy. Working with the various experts in collaboration, a yearly update can be pursued to ensure that there are no gaps in the availability of critical equipment.

TIPS UNDERGROUND – STRATEGIC PLAN

Working collaboratively across the three main teams, it will also be important to determine how personnel resources will be shared. Budgets may need to be adjusted and new jobs may be posted so that the supportive personnel are available. Towards this end a high priority needs to be placed upon performing a rigorous Technology Strategic Planning Process each fiscal year to ensure that equipment is upgraded, and personnel are hired as necessary.

TECH EVALUATION

OVERVIEW & DATA GATHERING METHODS

In order to progress from technology vision to needs assessment, it was necessary to perform a technology evaluation, the purpose of which was to produce a detailed inventory of the current computer equipment and office furniture, determine the extent of the building's network, determine how *TIPS Underground* will be supported (hardware & software) and determine the strength of the cell and WI-FI signals. In order to complete the evaluation, a list of questions was created, with a data-gathering method chosen to answer those questions:

PURPOSE	QUESTIONS	METHOD
Produce detailed inventory of the current computer equipment and office furniture.	<ul style="list-style-type: none">• What computer equipment do we currently have for the space – traditional or experimental?• What office equipment do we currently have that can go into the space or is already there?	<ul style="list-style-type: none">• Check inventory records
Determine the extent of the building's computer network.	<ul style="list-style-type: none">• How is the networking set up in the building? Will it support the new space as is, or do there need to be adjustments?• How is the networking set up in the building as a whole?<ul style="list-style-type: none">○ Will it be difficult to include the three rooms in the network?○ Are the existing ethernet ports usable?○ How many computers can one ethernet port support? Is it possible to use a hub to hook up additional computers?	<ul style="list-style-type: none">• SWOT Analysis• Staff Consultation
Determine how <i>TIPS Underground</i> will be supported (hardware & software).	<ul style="list-style-type: none">• Who will support the new space, both in terms of hardware and software?	<ul style="list-style-type: none">• SWOT Analysis
Test the strength of the cell and WI-FI signals	<ul style="list-style-type: none">• What is the strength of the WI-FI and cell signal in the space?	<ul style="list-style-type: none">• Physical observation

POTENTIAL BARRIERS

As with every stage of this process, time is an issue. Each stakeholder has a full-time job that does not include this project. Setting up meetings, getting emails sent and answered, traveling to and from the project site – all of these require extra time. In addition to this basic barrier, the following list of additional barriers for the evaluation phase of the project was produced. The outcome of the evaluation process as it relates to each potential barrier is included in italics for each one.

TIPS UNDERGROUND – STRATEGIC PLAN

- Records may not exist.
 - *Inventory records for the computer and office equipment did indeed exist.*
- Any existing records may not be up to date.
 - *The records were not up to date and required the time of the project managers to correct them. The final inventory was emailed shortly before the evaluation was compiled, again underscoring the time-constraints of the entire project.*
- Staff may not know how the networking is set up in this “old” space.
 - *The IT & Building Support Tech provided answers on network questions, as time permitted.*
- There may be limited time to consult the staff.
 - *Time constraints were difficult for the entire project, but alternative solutions – such as virtual meetings, online surveys, virtual collaboration and emails – were used to overcome these obstacles.*

EVALUATION FINDINGS

In spite of the identified potential barriers, the four methods of data gathering (inventory, physical observation, staff consultation and SWOT Analysis) were successfully utilized in order to gather critical information for the technology evaluation.

INVENTORY RECORDS

An inventory list was provided by the *Associate Director of Instructional Design & Support Services* to ascertain the following:

- Computer Equipment Inventory
 - Traditional
 - Experimental
- Office Furniture Inventory

This list included the current inventory, plus several purchases in process and was collated into a single spreadsheet (attached as a pdf at the end of this plan). In addition to the initial inventory, it was discovered that we have a “treasure trove” of supplies (pencils, markers, paper of all kinds, envelopes, etc.). This trove has not been inventoried except through the most cursory fashion (i.e. “Oh hey, look at all of these supplies that have been down here for the past two decades!”), but as far as paper goods, pens, pencils, markers, etc., the *AD of IDSS* has instructed these to be noted as “we have them.”

PHYSICAL OBSERVATION

In order to ascertain the strength of the WI-FI and cell signals on the 1st floor of the *Global Campus* building, several physical tests were performed. The following tasks were successfully completed, illustrating that the space is “ready” in terms of WI-FI and cell access:

- Laptop:
 - Accessing the university private WI-FI signal to do the following:

TIPS UNDERGROUND – STRATEGIC PLAN

- Surf the internet
- Access Blackboard
- Access the university library
- Access the university enrollment portal
- Access the university course inventory management system
- Downloading and uploading a doc, video & MP3 file
- Cell phone (with WI-FI disabled)
 - Making a phone call and texting.
 - Surfing the internet.
 - Watching a YouTube video
 - Checking & sending email
 - Accessing Dropbox.

SWOT ANALYSIS

On October 17, 2018 a virtual meeting was held with two stakeholders: the *IT & Building Support Tech* and *Associate Director of IDSS*. The objective of the meeting was to use *SWOT Analysis* to ascertain the network setup in *Global Campus* and the availability of overall support for hardware/software. Two SWOT grids were created (one for network and one for support):

SWOT ANALYSIS FOR NETWORK SETUP

STRENGTHS	Internal Factors	WEAKNESSES
<ul style="list-style-type: none"> • Global Campus is on the UARK Network (not ATT/Cox) <ul style="list-style-type: none"> ○ This is really fast – 20GB & 100GB fiber optic connection provided by ARE-ON ○ This connection is distributed across campus, providing a fast and reliable experience. • We have a robust ethernet – plenty of drops • This is supported by Academic Technologists – on-site support (led by the <i>AD of IDSS</i>) 	↔	<ul style="list-style-type: none"> • UARK network is dependent on UITs department for network control <ul style="list-style-type: none"> ○ UITs (University Information Tech Services)
OPPORTUNITIES	External Factors	THREATS
<ul style="list-style-type: none"> • Allows remote work for teachers – we have all of the same opportunities for teachers working on campus. 	↔	<ul style="list-style-type: none"> • ARE-ON is working to mitigate the potential effects of a man-made/natural disaster. Everything is tied together, so if the network goes down, it all goes down.

SWOT ANALYSIS FOR SUPPORT OF SOFTWARE/HARDWARE

STRENGTHS	Internal Factors	WEAKNESSES
<ul style="list-style-type: none"> • Awesome on-site support • Users of on-site equipment are very technical – they know how to use and care for the equipment 	↔	<ul style="list-style-type: none"> • 2nd generation equipment (donated to the project)
OPPORTUNITIES	External Factors	THREATS
<ul style="list-style-type: none"> • Older equipment gives opportunity to strengthen support • Develop the value of the work being done (i.e. experiential) 	↔	<ul style="list-style-type: none"> • Nature of TIPS Underground – it's experimental, so it is lowest in urgency for support

TIPS UNDERGROUND – STRATEGIC PLAN

Discussion during the *SWOT Analysis* indicated that *Global Campus* uses the university network which is a very fast fiber optic connection provided by ARE-ON (*Arkansas Research & Educational Optical Network*). This connection is distributed across the campus, providing a fast and reliable experience. Additionally, the network is supported on-site by a team of Academic Technologists. This team has a very high level of technical knowledge and will be the team in charge of the equipment (hardware & software) on-site as well.

STAFF CONSULTATION

In addition to the *SWOT Analysis*, the *IT & Building Support Tech* was consulted concerning the network setup in the dedicated space. He provided the following information, indicating that the space will not need to be altered in order to connect *TIPS Underground* to the existing *Global Campus* network.

The network topography of the Global Campus is very intricate containing over 125 active ports (or connections). Of which rooms – 108, 109, and 110 are hardwired with eight live CAT6 Ethernet ports. We have a number of inactive ports available that could be utilized should the requirement to expand. The network is a robust digital fiber internet connection with well over 1Gbps upload and download speed. Our network is a closed domain under [university] Network System.

Each ethernet connection is established and assigned to each port in which it is assigned. These ports can be changed and reconfigured but there can only be one connection between the port and the terminated end. Our network bandwidth speed allows for hubs to be connected to the terminated ends (the wall connections) to allow for multiple computers to be connected to that single port. While this doing this does not pose a threat to connection speed due to the amount of bandwidth being supplied, it is good to notate that having multiple connections to a single connection could cause bandwidth and connectivity issues on other systems. Meaning that if you connect several hubs to a single connection coming from a single port, you may experience a lack of connection speed as your hub may not be able to manage all the connections sufficiently.

TECHNOLOGY NEEDS ASSESSMENT

After the Tech Vision Meeting and subsequent meetings with the *AD of IDSS*, a list of questions was created that align with the list of items, activities and ideas created, the Technology Vision Statement, and the stated metric of “the proportion of undergraduate students who have at least one experiential learning experience upon graduation.”

- What equipment do we need to set up one virtual reality station?
- What hardware, software and furniture do we need to set up a sandbox for teachers to test out new ideas?
- What material do we need for teachers to explore gamification and develop games?

TIPS UNDERGROUND – STRATEGIC PLAN

These questions were reframed into the following three goals:

- Setting up a virtual reality station.
- Creating a sandbox for faculty to test out new ideas
- Working with faculty in gamification efforts.

The *AD of IDSS* verified that these three questions/goals dealt with top priorities for the project. Her verification was also supported by the results of the prioritization of needs via the *MoSCoW Method*.

PRIORITIZATION OF NEEDS – MoSCoW METHOD

Since the Tech Vision Meeting produced an extensive list of activities, items, ideas, personnel and intangibles without weighting any of them in order of importance, it was necessary to prioritize. The designated prioritization tool was the *MoSCoW Method*, which prioritizes each one in terms of:

- “Must Have” – non-negotiable – we cannot open *TIPS Underground* without these.
- “Should Have” – should be included if possible
- “Could Have” – less critical, “nice to have”
- “Won’t Have” – not included *now*, but will be in the future

In order to work through the list of activities, items, ideas, personnel and intangibles, they were set up as user-story cards in the following format: “As a _____, I need _____ so that _____.” Unfortunately, because of time constraints, illness and stakeholder’s availability, this meeting was not held as planned and feedback from the stakeholders was sought using a *MoSCoW Survey*, which was created using the free tool on *Survey Monkey* with the intent of reviewing the results with at least one of the two primary contacts.

In order to take advantage of the free nature of *Survey Monkey*, three different surveys were created and emailed out to the stakeholders who attended the Tech Vision Meeting, along with the entire team of six Academic Technologists (only three were able to attend the original meeting). Input was received from seven stakeholders and several hours were spent reviewing the results of each survey (listed at the end of this report) with the *AD of IDSS*. Each user-story was thoroughly discussed, with the AD making a final decision on each one.

The final list is below, broken down by the categories of the *MoSCoW Method*. Note that there is also a “Don’t Need” category added, as there were a few items that became unnecessary due to problem solving within the organization.

TIPS UNDERGROUND – STRATEGIC PLAN

CATEGORY	ITEM	NOTES
MUST HAVE	Gamification supplies	
	3D Printer	
	The willingness of the TIPS team & support to help faculty with ideas to create interactive presentations and demonstrations.	This can be done with whatever level of technology is available to the academic technologists in the course of their jobs.
	Place for faculty to meet other faculty in “meet and greet settings”.	
	Place for faculty to meet with academic technologists and instructional designers.	
	Place to sandbox new educational experiences with other faculty	
	Place for faculty to work away from the main campus (i.e. without interruptions)	
	Configurable furniture.	Allows for flexibility in supporting faculty, as well as hosting meetings, meet-n-greets, etc.
	Access to Subject Matter Experts for faculty.	Not seminars, but access to academic technologists, support on site and drop-ins.
	Various supplies, such as colored paper, colored pencils, pens and post-it notes of all sizes.	
	Charging stations and cables for a variety of devices (smart phones, tablets, laptops).	
	Access to a laser printer	
	Selection of board games, video games & puzzles.	This is needed in order to inspire the faculty towards the idea of gamification. There will be a secondary result where the faculty can socialize with each other.
	Comfortable furniture.	Allowing faculty to take a break and relax. Also allowing faculty to work in comfort.
Posters on the walls showing what faculty have created in TIPS Underground.	Meant to inspire faculty and give them ideas.	
SHOULD HAVE	The aid of instructional designers and academic technologists to create specialized apps to use as part of a creative experience.	
	White-board on the wall or white-board painted walls to map out ideas on a large scale.	
COULD HAVE	White-board table-top to map out ideas on a medium- large scale.	
WON'T HAVE	Supplies to build props (i.e. properties for performances) for lesson plans	
	Sewing station to create costumes for lessons.	
	Yoga mat/area	
DON'T NEED	Motion capture equipment	It is possible that a campus group already has this.
	Pool table.	Won't have this unless it is donated.
	Plotter	No longer needed.
	Green screen area	Global Campus has a green screen for faculty use.
	Light board for green screen projects.	Global Campus will provide this along with the green screen.
	Podcast space	Global Campus has a dedicated voice-over space for faculty use.

TIPS UNDERGROUND – STRATEGIC PLAN

One particular activity that was not covered in the user-stories exercise was the virtual reality setup, as the *AD of IDSS* had just made an order for specific VR equipment (which was included on the overall inventory). This recent order indicated that this equipment was a “must have.”

As stated previously, the *MoSCoW Method* exercise supported the idea of three specific goals as top priorities for the project: sandbox, virtual reality and gamification. In order to ascertain the equipment and materials needed, Kierstin Bible researched the requirements for each and created a list. Once this list was created, it was reviewed by the *AD of IDSS*. Working collaboratively, the list was edited in order to perform the gap analysis.

ACTIVITY	EQUIPMENT NEEDED
Virtual Reality Station	<ul style="list-style-type: none">• Dedicated computer• Monitor• VR Headset• Motion Sensor• Headphones• Software to create and develop material• Dedicated table• Dedicated floor space• Protective cases for headsets• Stand for headset display/storage• Organization/Storage
Sandbox	<ul style="list-style-type: none">• White board• Screen & projector• Clicker• Tables• Chairs• Lectern
Gamification	<ul style="list-style-type: none">• 3D Printer• 3D Design Software• Basic supplies (pencils, markers, paper, etc.)• For prototyping & brainstorming:<ul style="list-style-type: none">○ Game pieces from various games○ Game boards of various designs

GAP ANALYSIS

After the prioritization process, the list of “Must Have” and “Should Have” needs from the *MoSCoW Method* exercise and the list of equipment needed for virtual reality, sandboxing and gamification were compared to the inventory list. This comparison resulted in a list of “met” and “unmet” needs (organized by general category) for the *TIPS Underground* project.

TIPS UNDERGROUND – STRATEGIC PLAN

MET NEEDS

The needs that are currently being met do not need to be included in the 3-year action plan. While these items may need to be updated or replaced in the future, that is outside of the scope of this project other than to plan for additional strategic planning in the third quarter of the fiscal years ending in 2020, 2021 and 2022.

MET NEEDS	
Atmosphere	Must Have
	Comfortable furniture.
Basic Supplies	Must Have
	Various supplies, such as colored paper, colored pencils, pens and post-it notes of all sizes.
Gamification	Must Have
	3D Design Software
	Basic supplies (pencils, markers, paper, etc.)
Innovations	Must Have
	Access to Subject Matter Experts for faculty.
	Configurable furniture.
	Place for faculty to meet with academic technologists and instructional designers.
	The willingness of the TIPS team & support to help faculty with ideas to create interactive presentations and demonstrations.
	Should Have
	The aid of instructional designers and academic technologists to create specialized apps to use as part of a creative experience.
Inspiration	Must Have
	Place for faculty to meet other faculty in “meet and greet settings”.
	Place for faculty to work away from the main campus (i.e. without interruptions)
Sandbox	Must Have
	Chairs
	Lectern
	Place to sandbox new educational experiences with other faculty
	Screen & Projector
	Tables
Virtual Reality	Must Have
	Dedicated Computer & Monitor
	Dedicated floor space
	Dedicated Table

TIPS UNDERGROUND – STRATEGIC PLAN

Virtual Reality (continued)

Must Have

- Headphones
- Motion sensor
- Organization/storage
- Software to create and develop material
- Stand for headset display/storage
- VR Headset

UNMET NEEDS

The needs that are not being met are critical for this project in terms of meeting the desired metric of delivering an innovative educational experience to the students of the university.

UNMET NEEDS

Atmosphere

Must Have

Charging stations and cables for a variety of devices (smart phones, tablets, laptops).

Gamification

Must Have

- Game boards
- Game pieces
- Gamification supplies
- Selection of board games, video games and puzzles.

Innovations

Must Have

- Access to a laser printer
- Posters on the walls showing what faculty have created in TIPS Underground.
- Printer to create posters and flyers

Should Have

White-board on the wall or white-board painted walls to map out ideas on a large scale.

Sandbox

Must Have

- 3D Printer
- Clickers
- Whiteboard

ACTION PLAN

BRAINSTORMING SOLUTIONS & WORK-AROUNDS

In order to find fiscally responsible solutions for these unmet needs, a brainstorming session was set up using Google docs. Participants were encouraged to find creative solutions to each need. An

TIPS UNDERGROUND – STRATEGIC PLAN

important consideration was the idea that while the budget may allow for an item to be purchased, it doesn't necessarily follow that the item *should* be purchased. A considerable amount has already been spent on the virtual reality setup, based on the assumption that this will result in the desired outcome of innovative learning experiences. However, the results of these purchases will not be quantitatively or qualitatively provable for at least one full year and any trends (i.e. growth or decline in the number of student experiences) will not be seen for at least two full years. Thus, it would be prudent to show fiscal responsibility and search for possible "work-around solutions" that allow *TIPS Underground* to pursue its goals without a large expenditure. Any work-around that can be pursued over multiple years will allow time to gather both qualitative and quantitative data and make the case for or against making additional major purchases (i.e. the 3D printer for gamification purposes). Including such work-arounds in the action plan will show stakeholders that the project managers are acting in a fiscally responsible manner.

CATEGORY	MoSCoW	ITEM	PROPOSED SOLUTION
Atmosphere	Must Have	Charging stations and cables for a variety of devices (smart phones, tablets, laptops).	Purchase.
Gamification	Must Have	Game boards	Seek donations.
		Game pieces	Seek donations.
		Gamification supplies	Utilize <i>NWA Fab Lab</i> .
		Selection of board games, video games and puzzles.	Seek donations or purchase.
Innovations	Must Have	Access to a laser printer	Purchase a laser printer (target price is less than \$500) and toner cartridges.
		Posters on the walls showing what faculty have created in <i>TIPS Underground</i> .	Start with a poster of possibilities - designed internally.
		Printer to create posters and flyers	Utilize the university printers (PMCS) - https://pmcs.uark.edu
	Should Have	White-board on the wall or white-board painted walls to map out ideas on a large scale.	Purchase white-board paint.
Sandbox	Must Have	3D Printer	Utilize <i>NWA Fab Lab</i> .
		Clickers	We now have 160 in stock (for sandboxing and to use at events).
		Whiteboard	Purchase white-board paint.

The table above includes four possible solutions for the unmet needs: purchases, seeking donations, using existing university resources and using existing community resources.

PURCHASES

Of the eleven items or group of items listed above (whiteboards are actually listed twice), it is recommended that three be purchased outright: the charging station assortment, the laser printer (with the accompanying toner cartridges) and the white board paint. Purchasing a white board was considered, but it was ultimately decided that "writing on the walls" would foster the air of creativity that is sought in the *TIPS Underground* space and would ultimately be cheaper and easier to "install."

TIPS UNDERGROUND – STRATEGIC PLAN

The charging stations will be critical in terms of avoiding “missed opportunities” where a faculty member ultimately decides to avoid a trip to *TIPS Underground* (or cuts a trip short) because they forgot their charge cords. Likewise, the laser printer will allow faculty to continue their work uninterrupted by the need to go to a different location to print out lesson plans, notes, etc.

It should be noted that any equipment purchased for this project is included in overall university support, with computers being upgraded every four years and televisions (such as the recently purchased television intended for the AR/VR station) upgraded every five years. The budget for *TIPS Underground* will also have \$5,000 earmarked for any miscellaneous expenses that will help cover unexpected issues that may arise.

DONATIONS

For the game pieces, game boards and full games, an effort will be made to seek donations. There may be the need to purchase some games that are not donated, but this can be absorbed into the “miscellaneous purchases” portion of the yearly budget. The games are important in terms of inspiring faculty in gamification, with the game pieces and boards giving them the opportunity to mix and match before seeking to design their own and ultimately create them.

USE EXISTING UNIVERSITY RESOURCES

In terms of printing large posters for the *TIPS Underground* space, it is more cost effective to use the existing resources offered by the university. The *PMCS Center (Print, Mail, Copy Solutions)* can easily print one or one hundred posters, and there are several people among the personnel supporting *TIPS Underground* that can design a captivating and informative poster (with the “cost” of the design being absorbed into their normal duties). The posters are incredibly important in terms of informing and inspiring the faculty in resources, processes and ideas, and using existing resources will help reduce the budget and the amount of real estate (i.e. floor space) needed.

USE EXISTING RESOURCES IN THE COMMUNITY

Just as there are existing resources within the university, there are also resources within the community. The *Fayetteville Chamber of Commerce* has created the *NWA Fab Lab* for the express purpose of “provid[ing] access to the tools and resources for education, innovation and invention, using technology and digital fabrication to allow anyone to make (almost) anything.” The equipment (that has been purchased and is being maintained and supported by the City of Fayetteville) includes a laser cutter, 3D printer, wood working tools, a 3D body scanner, a vinyl cutter and computers, all of which are vital to gamification.

Utilizing these resources will create a feeling of synergy between the city and the university and will allow *TIPS Underground* to experiment in gamification for several years – collecting both qualitative and quantitative data. Additionally, the location of the *NWA Fab Lab* is directly across the street from the *TIPS Underground* location, which makes it very convenient.

TIPS UNDERGROUND – STRATEGIC PLAN

It is recommended that the strategic planning process that will take place during the third quarter of FYE 2022 consider the data and make a recommendation to either continue using the *NWA Fab Lab* resources or to purchase the necessary equipment to continue gamification work completely under the *TIPS Underground* umbrella.

STAFF DEVELOPMENT

Another issue that needs to be considered in creating the action plan and budget is staff development. All of the fancy equipment in the world will be useless if the staff are unable to support and maintain it. Fortunately, the team that will be primarily responsible for this – the academic technologists under the direction of the *AD of IDSS* – are hired for their expertise in educational technology.

At the time of this writing, the majority of the team of five academic technologists just returned from the [Online Learning Consortium](#) conference, [OLC Accelerate](#), with the specific goal of learning to use the AR/VR equipment that has been purchased. The team will attend several professional development conferences throughout the year, without causing additional expense for *TIPS Underground*, since this is already in the operating budget for *Instructional Design & Support Services*. Two of the technologists will be receiving additional training in the development of AR/VR educational experiences.

Additionally, the entire team participates in online forums, such as the [SLACK](#) channel for higher education, which provide further training. They are also able to participate in the technology training provided by *Global Campus* in Rogers, which concentrates on workforce and technology.

FACILITIES/MAINTENANCE

Another important element in the overall strategic plan is ensuring that the facilities can support the planned configuration of computers and equipment in *TIPS Underground*. Fortunately, the *SWOT Analysis* and the interview with the *IT & Building Support Tech* revealed that there are currently no gaps related to the facilities. With the facilities being supported by a dedicated team led by the *Manager of Technology Services*, any cost that may arise concerning facilities maintenance will come under the larger umbrella of *Global Campus*.

This action plan also contains further strategic planning for FYE 2020, 2021 and 2022 that will once again evaluate the facilities to ensure that there are no gaps keeping *TIPS Underground* from operating at maximum efficiency.

FINANCES

The budget for *TIPS Underground* comes out of the \$25,000 yearly budget managed by the *Associate Director for IDSS*. Although some of this budget has been expended, there is still approximately \$15,000 remaining for FYE 2019 (the fiscal year for the university runs from July 1 through June 30 of the following year). This budget will cover the planned purchases for this project, as well as cover any

TIPS UNDERGROUND – STRATEGIC PLAN

unexpected purchases that may arise with over \$7,000 remaining. Additionally, the utilization of resources at the university and within the community will keep expenditures within the allotted amount.

ITEMIZED LIST FOR PURCHASES

A detailed budget with direct links for ordering items is provided below. It does not include the cost of the *NWA Fab Lab*, as that will need to be worked out between the *Vice Provost* and the head of the lab (see *Action Plan Table* below). It also does not include either the salary of the involved staff or the facilities cost, as these are already covered by *Global Campus* and/or the university and are outside of the scope of this project. The final item on the list is “Miscellaneous Expenses”. The *AD of IDSS* has indicated there will be \$5,000 for yearly “unexpected purchases” and this has been added to this list. It should be noted that this \$5,000 is greater than the funds required for the itemized purchases which is \$2,388.06, with the total amounting to a little over half of the remaining budget of \$15,000.

ITEM	NOTES	COST	#	SUB TOTAL	RUNNING TOTAL
4-ft Apple Certified Sync and Charge Lightning Cable 3/Pack (White)		26.89	2	53.78	53.78
Staples 3-Port USB Wall Charger (White)		17.99	4	71.96	125.74
Staples Braided Micro USB Cable (6 ft - Black/Silver)		7.55	6	45.30	171.04
Surface Pro Surface Laptop Charger, 44W 15V 2.58A Power Supply Compatible Microsoft Surface Pro 6 Pro 4 Pro 3 Surface Laptop 2 Surface Pro Surface Laptop Surface Go & Surface Book Include Travel Case	Includes travel case for ease of storage	25.99	5	129.95	300.99
87W USB-C Power Adapter	USB-C charging for 2 nd generation of MacBooks	79.00	2	158.00	458.99
Apple 60W MagSafe Power Adapter (for MacBook and 13-inch MacBook Pro)	For 1st generation of MacBooks (cable included)	79.00	2	158.00	616.99
USB-C Charge Cable (2m)	Pairs with the USB-C Adapter (for 2 nd gen MacBook)	19.00	2	38.00	654.99
HP LaserJet Pro M281fdw All in One Wireless Color Laser Printer (T6B82A)	All-in-One (print, copy, scan, fax), Wireless/USB/Network Ready, Photo Capable, Duplexing, Mobile Print with HP Smart App, Windows/Mac compatible	429.99	1	429.99	1,084.98

TIPS UNDERGROUND – STRATEGIC PLAN

ITEM	NOTES	COST	#	SUB TOTAL	RUNNING TOTAL
HP 202X High Yield Black Original LaserJet Toner Cartridge		106.69	1	106.69	1,191.67
HP 202X High Yield Magenta Original LaserJet Toner Cartridge		113.29	1	113.29	1,304.96
HP 202X High Yield Cyan Original LaserJet Toner Cartridge		113.29	1	113.29	1,418.25
HP 202X High Yield Yellow Original LaserJet Toner Cartridge		113.29	1	113.29	1,531.54
Dry Erase paint - for 200 square feet	Includes 1 stir stick, rollers, help guide and 10-year limited warranty	775.00	1	775.00	2,306.54
Blue Hawk Disposable Paint Tray		3.28	2	6.56	2,313.10
Plastic 10-ft x 25-ft Drop Cloth		12.48	2	24.96	2,338.06
<i>Miscellaneous Expenses</i>	<i>For unforeseen purchases.</i>	5000.00	1	5,000.00	7,338.06

TOTAL: \$7,338.06

EVALUATION

The evaluation for the *TIPS Underground* project will focus on two different areas: first, it will look at the overall success or failure of the project to reach its stated vision (with the indicated metric of delivering an experiential learning experience to the undergraduate students) and second, it will look at the strategic planning process itself, which will be repeated every year.

In looking at the overall effectiveness of the action plan, the evaluations will look specifically at data concerning faculty and students. This collection of three surveys and two databases will make it possible to track faculty usage, gather their impressions of *TIPS Underground* as well as gauge the impact on the students. The data will be invaluable in the strategic planning of subsequent years, (hopefully) helping to prove that *TIPS Underground* is meeting the stated metric.

The final survey and interview will help streamline the strategic planning process each year, cutting out steps that may be deemed unnecessary or adding in steps that may not have been fully covered. All survey and interview questions are located in the Appendix of this Strategic Plan.

METHODS FOR MONITORING AND EVALUATING THE STRATEGIC PLANNING PROGRESS

In order to assess the effectiveness of *TIPS Underground* as part of the process in which the university will meet the metric outlined in the *Eight Guiding Priorities*, five formative evaluation methods have been recommended and included in the action plan and timeline:

TIPS UNDERGROUND – STRATEGIC PLAN

- **Method #1 – Yearly Faculty Survey of faculty (including tenured, adjunct, instructors, Graduate Assistants and Clinical instructors)**
 - This survey will consist of several key questions concerning *TIPS Underground* and will be given at the end of each academic year (May) for at least three years, with agreed upon goals being set for faculty reporting their usage of TIPS Underground.
 - Survey Goals (From approximately 1,900 instructional staff)
 - Response Goals:
 - Survey response - 33% every year
 - Past *TIPS Underground* Usage
 - AYE 2020 - 3% (57 people)
 - AYE 2021 - 5% (95 people)
 - AYE 2022 - 7% (133 people)
 - Planned *TIPS Underground* Usage
 - 2019 - 5% (95 people)
 - 2020 - 7% (133 people)
 - 2021 - 9% (171 people)
 - In evaluating the data, it is important to note how many students each faculty member impacts with the lessons they have developed in *TIPS Underground*. This information can be used for further strategic planning as well as reported in the Annual Report and to the Chancellor regarding the overall university strategic plan.
- **Method #2 – Dedicated Database for *TIPS Underground* - Automated**
 - *TIPS Underground* will continually track its usage by faculty. The ultimate goal is to have the faculty member sign-in with either their employee ID or university ID, which will auto-populate certain information that is then be loaded into a dedicated database for analysis. This data will help determine if more or different effort needs to be made in informing faculty about *TIPS Underground*, as well as measuring the overall growth or decline of its use.
- **Method #3 – Data Analytics from the university**
 - Working through the Data Analyst of *Global Campus*, certain data can be pulled yearly that tracks enrollment in courses whose faculty have spent a significant amount of time developing innovative lesson plans. This data will help determine if the stated metric has been achieved. Other information such as overall course grades and DFW rates may be presented as well.
- **Method #4 – Semester Survey of Graduating Students (undergraduates)**
 - This survey will be administered by the university (not by *TIPS Underground*) at the end of each semester and will likely be part of a larger effort in tracking several initiatives in the university strategic plan. The main metric that *TIPS Underground* is hoping to see is that every undergraduate student will have at least one experiential lesson experience

TIPS UNDERGROUND – STRATEGIC PLAN

before they graduate. Although this is somewhat objective, asking the students this question as part of a graduation survey would help to measure whether this designated metric is being met.

- **Method #5 – Yearly Faculty Survey of those who have used *TIPS Underground***
 - All faculty that have utilized *TIPS Underground* in creating lessons will be surveyed concerning their experience and asking for their feedback. This information will be vital in yearly strategic planning, guiding purchases and policy.

TWO METHODS TO EVALUATE THE EFFECTIVENESS OF THE STRATEGIC PLANNING PROCESS FOR PARTICIPANTS

Additionally, two methods of evaluation have been recommended in order to assess the effectiveness of the strategic planning process, which will need to be repeated in the third quarter of each successive fiscal year (Jan/Feb/Mar). This will allow time for anticipated purchases to be factored into the budget for the upcoming fiscal year.

- **Method #6 - Survey of key participants.**
 - This survey will ask the key participants in the strategic planning process questions aimed at their perception of their experience. The information gathered will help to streamline the process in subsequent years, saving valuable time and money.
- **Method #7 – Follow-up Interview with the Project Managers**
 - This interview will focus on many of the same questions as in the survey but going deeper from the perspective of a project manager. As with the survey, this will help to tighten up the entire process in the future, helping the next Strategic Planner to focus in only on what is truly necessary for the process.

ACTION PLAN TIMELINE

The action plan for *TIPS Underground* includes action items such as the implementation of the proposed solutions (including purchases, donations and utilizing outside resources) and the plan for evaluation of the strategic process as well as the evaluation of *TIPS Underground*. An important step in the action plan will be a yearly technology strategic plan which will take place in the third quarter of each fiscal year. This will include an evaluation, needs assessment and gap analysis, which will indicate the technological components that need to be replaced and/or purchased in subsequent years. The evaluation methods listed above are referred to as M1 through M7 as indicated in the *Evaluation Methods* section of this plan.

Each action item has been placed on the project timeline below, which involves six phases of differing length. The first phase (December 2018) will conclude the involvement of the *Strategic Planning Lead*, Kierstin Bible. The second and third phases will span the third and fourth quarters of FYE 2019. The fourth, fifth and sixth phases will cover FYE 2020, FYE 2021 and FYE 2022.

TIPS UNDERGROUND – STRATEGIC PLAN

All action items have been given an assignee who will be responsible for the implementation. The action plan as a whole will be managed by *Associate Director of IDSS* and the *Director of Academic Technology & Innovation*, who will act as project managers.

PHASE 1 (DEC 2018)

- Survey of strategic planning participants (M6 - design, launch, analysis & report)
 - Kierstin Bible - *Strategic Planner Volunteer*
- Strategic Planning Interview (M7)
 - Kierstin Bible - *Strategic Planner Volunteer*
 - *Project Managers*

PHASE 2 (Q3 – FYE 2019)

- Jan/Feb/Mar:
 - Database design (M2)
 - Designated *Academic Technologists*
 - Design of Student Survey (M4)
 - *Student Engagement Specialists*
 - Design of Faculty Surveys (M1 & M5)
 - *Project Mangers*
- Jan/Feb:
 - Acquire donations (for unmet needs)
 - *Student Engagement Specialists*
 - Work with NWA Fab Lab to create contract with TIPS Underground
 - *Vice Provost*
 - Space prep/cleanup
 - *Student Engagement Specialists* – the delegators (non-imperative decisions & assigning specific tasks)
 - *Project Managers* – imperative decisions
 - Plan layout of TIPS Underground
 - *Project Mangers*
 - Network Setup
 - *IT & Building Support Tech*
- Jan:
 - Submit Action Plan for review to executive stakeholders
 - *Project Managers*
 - Write the monthly Email Newsletter – Mentioning grand opening of TIPS Underground
 - *Special Events Manager* – maintains the email list
 - *Student Engagement Specialists* – create the newsletter
 - Design Initial Set of Posters

TIPS UNDERGROUND – STRATEGIC PLAN

- Designated *Academic Technologist* – graphic designer
- *Project Managers* - approvers
- Feb:
 - Send the monthly Email Newsletter – Mentioning grand opening of TIPS Underground
 - *Special Events Manager* for TFSC
 - Purchase items listed on detailed budget
 - *Associate Director of IDSS*
- Mar:
 - Purchase items that have not been acquired through donations (miscellaneous budget line)
 - *Associate Director of IDSS*
 - Add NWA Fab Lab expense to itemized budget
 - *Associate Director of IDSS*
 - Print TIPS Underground Posters at UARK PMCS
 - *Administrative Manager*
 - Paint Dry Erase/White Board in designated spaces
 - Designated *Academic Technologists*

PHASE 3 (Q4 – FYE 2019)

- Apr:
 - Launch *TIPS Underground*
 - *Project Managers*
 - Being Data Entry for TIPS Underground Usage (M2)
 - Monitor Automated Process: Designated *Academic Technologists*
 - Monthly Email Newsletter
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager* for TFSC
- May:
 - *1st Iteration of Student Survey* (M4)
 - Student Engagement Specialists
 - *1st Iteration of Faculty Surveys* (M1 & M5)
 - *Project Managers*
 - Monthly Email Newsletter
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
- Jun:
 - Monthly Email Newsletter
 - Create: *Student Engagement Specialists*

TIPS UNDERGROUND – STRATEGIC PLAN

- Send: *Special Events Manager*

PHASE 4 (FYE 2020)

- Q1 (July/Aug/Sep)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Student Surveys (M4)
 - *Student Engagement Specialists*
- Q2 (Oct/Nov/Dec)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Student Surveys (M4)
 - *Student Engagement Specialists*
- Q3 (Jan/Feb/Mar)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Data Analysis from university database (M3)
 - Data Analysis from TIPS Database (M2)
 - Strategic Planning Process
 - Including Evaluation Data Analytics
 - *Project Managers*
 - Submit Updated Action Plan for Review
 - *Associate Director of IDSS*
- Q4 (Apr/May/Jun)
 - Annual Report – Present Database Analytics (M2 & M3) & Survey Results (M1, M4 & M5)
 - *Associate Director of IDSS*
 - Make Required Purchases for Unmet Needs
 - *Associate Director of IDSS*
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Survey of Strategic Planning Process (M6 & M7)
 - *Project Managers*
 - Faculty Surveys (M1 & M5)
 - Student Surveys (M4)
 - *Student Engagement Specialists*

TIPS UNDERGROUND – STRATEGIC PLAN

PHASE 5 (FYE 2021)

- Q1 (July/Aug/Sep)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Student Surveys (M4)
 - *Student Engagement Specialists*
- Q2 (Oct/Nov/Dec)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Student Surveys (M4)
 - *Student Engagement Specialists*
- Q3 (Jan/Feb/Mar)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Data Analysis from university database (M3)
 - Data Analysis from TIPS Database (M2)
 - Strategic Planning Process
 - Including Evaluation Data Analytics
 - *Project Managers*
 - Submit Updated Action Plan for Review
- Q4 (Apr/May/Jun)
 - Annual Report – Present Database Analytics (M2 & M3) & Survey Results (M1, M4 & M5)
 - *Associate Director of IDSS*
 - Make Required Purchases for Unmet Needs
 - *Associate Director of IDSS*
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Survey of Strategic Planning Process (M6 & M7)
 - *Project Managers*
 - Faculty Surveys (M1 & M5)
 - Student Surveys (M4)
 - *Student Engagement Specialists*

PHASE 6 (FYE 2022)

- Q1 (July/Aug/Sep)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*

TIPS UNDERGROUND – STRATEGIC PLAN

- Send: *Special Events Manager*
 - Student Surveys (M4)
 - *Student Engagement Specialists*
- Q2 (Oct/Nov/Dec)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Student Surveys (M4)
 - *Student Engagement Specialists*
- Q3 (Jan/Feb/Mar)
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Data Analysis from university database (M3)
 - Data Analysis from TIPS Database (M2)
 - Strategic Planning Process
 - Including Evaluation Data Analytics
 - *Project Managers*
 - Submit Updated Action Plan for Review
- Q4 (Apr/May/Jun)
 - Annual Report – Present Database Analytics (M2 & M3) & Survey Results (M1, M4 & M5)
 - *Associate Director of IDSS*
 - Make Required Purchases for Unmet Needs
 - *Associate Director of IDSS*
 - Monthly Email Newsletters
 - Create: *Student Engagement Specialists*
 - Send: *Special Events Manager*
 - Survey of Strategic Planning Process (M6 & M7)
 - *Project Managers*
 - Faculty Surveys (M1 & M5)
 - Student Surveys (M4)
 - *Student Engagement Specialists*

CONCLUSION

At this point in the strategic planning process, it is clear that *TIPS Underground* is no longer simply an idea in the head of *Associate Director of IDSS*. Following the proposed action plan will result in the launch of this important project in just a little over five months, allowing it to be reported under the larger umbrella of the university strategic plan and illustrating that the university is moving towards its

TIPS UNDERGROUND – STRATEGIC PLAN

stated goal of increasing the proportion of undergraduate students who have at least one experiential lesson experience before graduation.

APPENDIX

EVALUATION INSTRUMENTS

Below is the list of survey and interview questions that will be used for each evaluation method. Surveys will be administered using Survey Monkey or other software that allows results to be displayed with analytic infographs as necessary.

M1 – SURVEY QUESTIONS FOR UNIVERSITY FACULTY

- How many years have you worked as an instructor at the university?
- How did you find out about *TIPS Underground*?
- How many times have you utilized *TIPS Underground* in the past year?
- What obstacles, if any, have you encountered in using *TIPS Underground*?
- Rate the following statements on a scale of 0 to 5, with zero being “Strongly Disagree” and five being “Strongly Agree”
 - I understand the purpose of TIPS Underground.
 - I plan on using TIPS Underground in the future.

M2 – DEDICATED *TIPS UNDERGROUND* DATABASE

The dedicated database will track the following information:

- Overall *TIPS Underground* usage.
- The college, department, faculty, course code and program code (in CourseLeaf) connected with projects that are developed.

M3 – UNIVERSITY OF A DATA WAREHOUSE

The information pulled from the university will track the following information:

- Course enrollment increases over several years (before and after the new material has been implemented in the course).
- Student grades in the courses (before and after the new material has been implemented).
- DFW rates (before and after the new material has been implemented.)

M4 – SURVEY OF GRADUATING STUDENTS

- How many semesters have you attended the university?
- What is your major?
- Who is your advisor?

TIPS UNDERGROUND – STRATEGIC PLAN

- How many times do you feel you've had an "experiential learning experience" (definition will be provided according to the university strategic plan)?
- How valuable do you find these learning experiences?
- Did you experience any experiential learning experiences in your major?
- Did you experience any experiential learning experiences in core classes?
- Would any of your experiential learning experiences cause you to recommend the university as a place to pursue higher education?

M5 – SURVEY OF FACULTY WHO HAVE USED TIPS UNDERGROUND

- How many times have you used *TIPS Underground*?
- What features have you used?
- What do you feel has had the result you expected?
- What has not had the intended outcome?
- What would you like to see added (either equipment, supplies or support)?
- What has been the overall effect upon your course?
- How did you learn about *TIPS Underground*?

M6 – SURVEY OF STRATEGIC PLANNING PARTICIPANTS

- How many hours did you personally contribute to this process?
- Did you feel it was too much?
- Did you feel it was too little?
- Did you feel that your input was valued?
- How might you improve the process going forward?

M7 – INTERVIEW QUESTIONS FOR PROJECT MANAGERS

- How valuable do you feel this process was to the implementation of *TIPS Underground*?
- How might you change the process going forward?
- Are there steps you would have removed?
- Are there steps you would have added?
- How confident are you in the final action plan that has been produced?