

2014



MEPI eLearning Strategic Planning Template

***[INSERT NAME OF SCHOOL AND
COUNTRY]***

[INSERT DATE OF DRAFT]

[INSERT NAMES OF FOCAL PERSONS]

This document is created to support the work of the MEPI eLearning TWG members. It is meant to provide guidance in preparation for the February 25-27, 2013, workshop coordinated by CapacityPlus and the MEPI CC. The document will be used during the workshop and will also serve as the core follow-up document.

Table of Contents

| | |
|--|---|
| Mission of Host Institution..... | 2 |
| Vision for e-Learning..... | 2 |
| Guiding Principles | 2 |
| Planning Assumptions..... | 3 |
| 1. Environmental Assessment..... | 3 |
| Current capabilities | 3 |
| Needed Capabilities | 3 |
| 2. Team | 3 |
| Current KSAs | 3 |
| Needed KSAs | 3 |
| 3. Student Development and Support | 3 |
| 4. Faculty Development and Support | 3 |
| Current Technology Training Resources | 3 |
| Needed Technology Training Resources..... | 3 |
| 5. Institutional/Administrative Support..... | 3 |
| 6. Instructional Design | 3 |
| 7. Sustainability..... | 3 |
| 8. [Other]..... | 3 |
| Goals, Strategies, and Objectives..... | 4 |
| Sustainability..... | 4 |
| Resources Available | 4 |
| Resources Needed | 4 |
| Implementation Plan | 4 |
| Implementation Plan Matrix..... | 5 |
| Annex 1: Features of a Strategic Plan | 6 |

Mission of Host Institution

[Referring to the overarching mission of the host institution in which the MEPI eLearning program will be embedded. A statement of the institution's mission serves to ground the process of developing an eLearning strategic plan in the unique history, values, and purpose of the institution.]

Vision for eLearning

[What is the vision of your MEPI eLearning program? In other words, what will be the MEPI eLearning situation after your strategic plan has been completely implemented? Think in terms of three to five years, or whatever time frame is appropriate for your context.]

Guiding Principles

[Guiding principles are the basic values and beliefs that are shared by the members of the institution. They underlie the planning process. The goals, strategies, and objectives that result from the strategic planning process must not conflict with these principles. Guiding principles often serve as helpful ideas in choosing the path the institution should take.]

Some examples of guiding principles include:

- We use ethical procedures in decision-making.
- We provide a friendly, humanistic environment for the academic community.
- We maintain both traditional and nontraditional methods of instruction.
- Our business is learning.
- Our administration, faculty, and staff provide good examples by using information technology in their daily business.
- We are a leader in technology and innovative programs.
- We meet the needs of all students regardless of barriers.
- We put students first.
- Our needs drive technology choices.
- Training and support in technology and multimedia is a priority.
- We respond to the educational needs of industry and the community.
- We strive to retain a friendly, connected community.]

Planning Assumptions

1. Environmental Assessment

- 1.1. [State of eLearning at the institution]
- 1.2. [Current and needed capabilities]

| Current capabilities | Needed Capabilities |
|----------------------|---------------------|
| | |

- 1.3. [eLearning resources available outside the institution]

2. Team

- 2.1 [Current and needed knowledge, skills, ability (KSAs)]

| Current KSAs | Needed KSAs |
|--------------|-------------|
| | |

3. Student Development and Support

- 3.1 [What is their readiness to use eLearning techniques and tools?]
- 3.2 [What resources will be needed, if any, to prepare them for eLearning?]

4. Faculty Development and Support

- 4.1. Technology training resources

| Current Technology Training Resources | Needed Technology Training Resources |
|---------------------------------------|--------------------------------------|
| | |

5. Institutional/Administrative Support

- 5.1. Leadership and management support
- 5.2. Technology infrastructure

6. Instructional Design

- 6.1. Development processes
- 6.2. Program evaluation

7. Sustainability

8. [Other]

Goals, Strategies, and Objectives

- 1. [Goal 1]
 - 1.1. [Strategy]
 - 1.1.1.[Objective]
 - 1.2. Strategy
 - 1.2.1.[Objective]
- 2. [Goal 2]
 - 2.1. [Strategy]
 - 2.1.1.[Objective]
 - 2.1.2.[Objective]

Sustainability

- 1. [Development of program]
 - 1.1. [Resources available and needed]

| Resources Available | Resources Needed |
|---------------------|------------------|
| | |

Implementation Plan

[The implementation plan, presented in matrix form on the next page, indicates the individual assigned to assume leadership responsibility for the implementation of each of the goals, strategies, and objectives identified during the planning process, and the due date for completion of the activity.]

Implementation Plan Matrix

| Goal | Strategy | Objective | Resources | | Due Date | Responsible Individual |
|------------------|----------------|-------------------|-----------|--------|----------|------------------------|
| | | | Available | Needed | | |
| [Goal #1] | | | | | | |
| | 1.1 [Strategy] | | | | [Date] | [Name] |
| | | 1.1.1 [Objective] | | | [Date] | [Name] |
| | | 1.1.2 [Objective] | | | [Date] | [Name] |
| | 1.2 [Strategy] | | | | [Date] | [Name] |
| | | 1.2.1 [Objective] | | | [Date] | [Name] |
| | | 1.2.2 [Objective] | | | [Date] | [Name] |
| [Goal #2] | | | | | | |
| | 2.1 [Strategy] | | | | [Date] | [Name] |
| | | 2.1.1 [Objective] | | | [Date] | [Name] |
| | | 2.1.2 [Objective] | | | [Date] | [Name] |

Annex 1: Features of a Strategic Plan

- *Executive Summary*: the one-page written case statement that can be used to create buy-in by the institution's key stakeholders (funder, leaders, faculty, students, and other stakeholders in the community).
- *Elevator Pitch*: a brief statement describing the plan. It's both a sales device and a simple reminder what the plan is all about.
- *Mission Statement*: any strategic plan needs to fit into the mission of the organization adopting it. While it may seem obvious, often concisely stating the mission can help when the planners deal with a point of disagreement or uncertainty.
- *SWOT*: another standard exercise is to explore and name the strengths, weaknesses, opportunities, and threats that the plan will have to address.
- *Program Design*: these goals should be specific, measurable, and time-boxed. They can also be staged over phases or periods of time.
- *Program Evaluation*: a goal, even a specific one, often has a set of indicators and methods to obtain them to help understand the path to achieving it as well as supporting its attainment.
- *Environmental Assessment*: this can begin as an institutional assessment, but eLearning often reaches beyond the host institution and can embrace resources and capabilities far removed. The assessment is meant to catalog the resources that exist currently and relate to the goals of the plan. It can be represented in a spectrum from tangible items (computers, network bandwidth, documentation, etc.) to the intangible (skills in instructional design, graphics development, learning theory, etc.)
- *Faculty Development and Support*: the assessments above can help identify the needs of faculty for training and other support services and resources. Specific faculty needs assessment may also be required.
- *Student Development and Support*: the same issues relate to students for needs, but with the added issues of their access to technologies and other resources needed for success.
- *Institutional/Administrative Support*: any strategic plan has to be adopted and supported by the institution's leaders. The dissemination of the plan can provide a roadmap that the planners can use to help orient these leaders to its approach, goals, and measurements. It includes steps to engage with them, help them understand and adopt the plan as their own, and bring their continuing contributions to the effort.
- *Team*: the team begins with the knowledge, skills, and abilities (KSA) needed for success. The human resources with these KSAs may currently be available, but may also need to be found or developed. Here is where the planners outline the mix of people and skill sets needed.
- *Instructional Design Processes*: the best strategies require tactics. This section calls on the planners to outline the steps they need to achieve success in the plan. Often, this is the centerpiece of the plan with the greatest amount of detail. Yet, these steps need all the above components to begin developing it.
- *Sustainability*: all the above require resources for development and ongoing effort. This component offers a sub-plan to acquire and sustain those resources.