



FY 2002-03 ANNUAL REPORT

UNC TEACHING AND LEARNING WITH TECHNOLOGY COLLABORATIVE



Division of Information Resources

The University of North Carolina

910 Raleigh Road

Chapel Hill, NC 27514

(919) 843-4538

www.unclt.org

Table of Contents

Introduction	1
Highlights of 2002-2003	2
2002-2005 Strategic Plan	3
2002-2005 Operating Plan	3
Interest Groups	4
MERLOT	5
UNC Professional Development Portal	6
UNC TLT Conference	6
Assessment Initiative	7
Web Site	8
Compendium of Abstracts on UNC Effective Practices and Special Projects	8
Communications	9
New Staff Members	9
Board Meetings	10
Presentations by Staff Members	10
Presentations by Board Members	10
Summary of General Operations	11
Structure	11
Governance	11
Resources	13

Introduction

“The TLT Collaborative offers the opportunity for faculty and practitioners to talk about all the issues related to teaching and learning with technology, which is much more than the educational infrastructure. It allows us to collaborate on important projects across institutions that build on the diverse strengths across the state.”

Sharon Pitt, associate vice provost, distance education & learning technology applications, NCSU

“It used to be that one person could know a mass of technology, but now it’s so complicated that we must build connections with colleagues on other campuses who are experts in certain areas. In tight budget situations, we must look for every possible way to maximize our efforts. The Teaching and Learning with Technology Collaborative helps us do that.”

Sandra Huskamp, Center for Interdisciplinary Instructional Technology Research, ECU

“The TLT Collaborative allows small institutions like Winston Salem State University to sit at the table with large institutions like UNC-Chapel Hill and N.C. State. We share what we are doing. We learn from each other. We realize that many of our campuses have the same issues, maybe just on a different scale.”

Joyce Williams Green, associate provost for information resources/CIO, WSSU

No one describes the impact of the UNC Teaching and Learning with Technology Collaborative (TLTC) better than those who are benefiting from the organization’s work. Faculty and staff on UNC’s 16 campuses who have helped build the organization or tapped its resources use similar words to praise its efforts: efficient, cost effective, responsive, and of course, collaborative. All told, the TLTC is earning a reputation for its ability to unite the collective interests and goals of UNC campuses in ways that nurture excellence, while serving as a leader and catalyst for innovation.

Established in 2000 as an integral component of the landmark UNC IT Strategy, this consortial organization of the 16 UNC campuses spearheads the exchange of ideas and information to ensure the University effectively and efficiently incorporates technology in teaching and learning environments. The TLTC concentrates its attention on learning-centered approaches, those that focus on learning process and learning as the primary indicator of success. Through its projects and initiatives, the TLTC explores collaborative opportunities and assists in identifying and implementing effective practices, common services, and shared resources. Professional development activities are the cornerstone of its work.

By any measure, the TLTC made exciting progress in 2002-2003. With a solid infrastructure now in place, the TLTC is preparing to offer campuses additional opportunities for learning events and support, thus helping to ensure that faculty take advantage of emerging technologies and practices associated with computer-based methods of enhancing instruction. For example, the TLTC’s efforts in course management systems, e-Learning pedagogy and support, assessment, web accessibility and working with libraries will serve as a resource for deployment of e-Learning programs and support services across the University.

In short, for the benefit of all 16 campuses, the TLTC is establishing itself as the University’s leading resource on the ways in which instructional technology is shaping UNC’s present and future. Its success can be summed up in three words: doing more, together.

Highlights of 2002-03

- The TLTC reached another milestone in development when it approved the organization's first strategic and operating plans. The plans will serve as reliable roadmaps for the TLTC through 2005 and ensure that its work directly meets the needs of the 16 campuses.
- As a result of the strategic planning process, the TLTC redefined its fourth staff position as an information and technology coordinator and filled the position in March 2003. This staff member provides the expertise required to organize and manage the TLTC's accumulating wealth of information about teaching and learning with technology.
- The UNC Professional Development Portal, the TLTC's signature project, continued to expand and grew to more than 1,600 entries. Use of the portal more than doubled. At the request of the University Librarians Advisory Council, the portal added a new content focus area that provides professional development information for librarians.
- The 2003 UNC TLT Conference, held March 27-29, was co-sponsored again this year by the TLTC and the UNC Faculty Assembly. The almost 300 participants, representing an increase of 24 percent from the previous year, were evenly split between faculty and staff members.
- To help campuses share their success and learn from sister institutions, the TLTC launched a series of compendia of effective practices and special projects. The first compendium, published in June 2003, demonstrates how our campuses are effectively and efficiently incorporating technology into instructional programs.
- The TLTC formed interest groups to promote professional development through ongoing activities in nine areas: Blackboard, distance education, e-Learning pedagogy, e-Learning support, IT professional development, librarians, TLT assessment, web accessibility and WebCT. The potential value of interest groups to campuses became apparent during development of the strategic and operating plans.

“As we look at the higher education system today, we see the best return on investment for the higher education institution around helping faculty and students to be better teachers and learners. Ultimately what the TLT Collaborative impacts is the ability for everybody within the system to share their best practices, their ideas, their methodologies to overall improve the educational offerings within the state.”

Carol Vallone, President, WebCT

2002-2005 Strategic Plan

http://www.unctlt.org/tlt/about/s_plan_02.pdf

The TLTC conducted its first strategic planning process during January-October 2002 to strengthen decision making by establishing consensus about intended outcomes, determining the actions necessary to reach those outcomes and identifying measures of success. Approved by the TLTC Board and the Vice President for Information Resources in October 2002, the 2002-2005 Strategic Plan serves as a reliable touchstone for all TLTC work, ensuring the organization meets the documented needs of UNC campuses.

The planning process (Allison & Kaye, 1997) identified seven strategic issues that affect TLTC efforts and provide context for decisions governing TLTC work: purpose, teaching and learning with technology development, diversity/unity, governance of the TLTC, funding, policy issues and assessment.

Analyses of the seven strategic issues, along with the organization's new mission and vision statements, led to the adoption of five strategic directions for the organization.

1. Promote a strong focus on learning as the center of all TLT efforts.
2. Advocate for the effective use of technology in teaching and learning.
3. Facilitate collaboration at many levels.
4. Develop the TLTC's role as a transformational agent with respect to the use of technology in teaching and learning.
5. Assess the effectiveness of TLTC activities and projects.

The plan outlines specific goals for each of the five strategic directions.

2002-2005 Operating Plan

http://www.unctlt.org/tlt/about/o_plan_02.pdf

In January 2003, the TLTC approved the 2002-2005 Operating Plan, which was developed in tandem with the 2002-2005 Strategic Plan. The eight project groups described in the Operating Plan – with listings of activities, participants, implementation year and outcomes – comprise the work of the TLTC.

TLT Professional Development

- Generate and disseminate TLT information and share experiences in TLT work.
- Ongoing interest groups with regional and special topic professional development activities for faculty and IT staff members.
- Support UNC's role as an institutional partner in MERLOT.

UNC Professional Development Portal (<http://www.unctlt.org/pdp/home.cfm>)

- Provide professional development information online in four focus areas: teaching and learning, administrative development, human resources, and library.

UNC TLT Conference

- Sponsor annual conference to promote understanding of, and collaborative work on, TLT issues.

Assessment Initiative

- Promote effective use of technology in teaching and learning.
- Identify, develop, and organize TLT assessment resources.

TLT Policy Issues

- Identify TLT policy resources and facilitate TLT policy discussion.
- Advocate for consideration of TLT in UNC policy decisions.

Building UNC TLT Community

- Promote TLT community building within UNC and identify collaborating organizations.

Communication and Information Management

- Expand appropriate TLT information gathering and management processes.
- Provide TLTC website, newsletter, campus visits, and UNC Professional Development Portal.
- Publish various compendia of TLT information collected from the campuses.

Governance and Organizational Operations

- Provide core functions to support TLTC operations such as internal and external funding, staffing, governance, planning, reporting, and board and committee meetings.

The TLTC focused its attention in 2002-2003 primarily on establishing strong foundations and resources for the eight project groups, as well as conducting key activities that set the stage for growth. TLTC projects will evolve over the life of the Operating Plan and may change in scope, emphasis or design as the project participants learn more about specific areas. The TLTC anticipates increasing areas of connection in which work from one project group informs work in another, as illustrated by development of TLT interest groups within the professional development project group.

The following sections of this report summarize the progress made on major initiatives in the Operating Plan.

Interest Groups

<http://www.unctl.org/tlt/groups/groups.cfm>

The TLTC formed interest groups in spring 2003 to promote professional development through ongoing work in nine areas:

- Blackboard course management system
- Distance education
- E-Learning pedagogy
- E-Learning support
- Instructional technology professional development
- Librarians
- TLT assessment
- Web accessibility
- WebCT course management system

Six groups were identified as a result of the strategic planning process and met for the first time at the 2003 UNC TLT Conference. During the conference, a number of attendees asked the TLTC to establish three additional groups: distance education, IT professional development and librarians. All interest groups function under the leadership of campus-based facilitators and a TLTC staff liaison.

Interest groups provide opportunities to identify and address common issues and problems, to share solutions, to build professional development resources for future use, and to build community through participation. Interest groups may choose to communicate at regional or systemwide meetings, through online tools such as discussion forums and mailing lists, by videoconference or by phone conference. The annual TLT Conference will serve as an additional venue for activities.

MERLOT

FY 2002-2003 marked the fourth year of UNC's participation as an institutional partner in MERLOT (Multimedia Educational Resource for Learning and Online Teaching). As in previous years, the UNC Division of Academic Affairs provided travel support and stipends that allowed several UNC faculty to participate on MERLOT's editorial boards for selected academic disciplines. In addition, the TLTC supported the participation of a UNC teaching and learning center director on the editorial board for faculty development. Participants included:

- Barbara Levin, UNCG, teacher education board co-editor
- Michael Rothkopf, NCSA, music board co-editor
- Phil Russell, NCSU, engineering board member
- Ray Purdom, UNCG, teaching and technology board co-editor

Hilarie Nickerson, TLTC program coordinator, continued in her role as UNC's liaison to MERLOT, serving as a member of the Project Directors Council. Both she and Barbara Levin served on the conference program committee for the 2003 MERLOT International Conference. Michael Rappa of NCSU will be honored at the 2003 conference for his learning object, "Managing the Digital Enterprise," which received a MERLOT Classics Award from the business editorial board.

UNC was well represented at the 2002 MERLOT International Conference, with six presentations involving faculty and staff from ASU, ECU, UNCG, WCU, and the TLTC. The 2003 UNC Teaching and Learning with Technology Conference featured three MERLOT-related presentations. Editorial board members also made presentations at discipline-specific conferences throughout the year.

In addition, the TLTC continued to explore ways to strengthen the relationship between MERLOT's teaching and technology resource base and the UNC Professional Development Portal's teaching and learning focus area. Close collaboration with MERLOT will help the TLTC improve its resource review capabilities, while providing MERLOT with access to TLTC's extensive resource collection.

UNC Professional Development Portal

<http://www.unctl.org/pdp/home.cfm>

The UNC Professional Development Portal provides access to online professional development resources for UNC faculty, administrators, staff, and librarians. The portal expanded in 2002-03 with 311 new submissions, increasing its resources to more than 1,600. Also noteworthy, new features and enhanced content more than doubled the portal's usage. The number of queries per month rose steadily from 799 in July 2002 to 1703 in June 2003.

The development of two new focus areas – administrative development and librarianship – helped drive the portal's growth. Administrative development added 157 resources. To build the librarianship focus area, the TLTC provided funding for five librarians to identify potential resources. Editors for each new focus area also developed a list of subject keywords to categorize new resources. Established focus areas, such as teaching and learning, began working on a controlled subject term list to ensure consistency in submitting and retrieving resources.

To keep portal entries current and help manage growth, the TLTC identified campus liaisons, who update portal resources for their home campuses and provide guidance on improving the submission process.

In addition to expanding content, the portal introduced several new features. Improved delivery of search results, for example, eliminated performance delays in searching. Another feature allows users to browse resources by subject in the administrative development and teaching and learning focus areas. Many campus organizations also added resource links to the portal.

The Portal Oversight Committee, a TLTC Board committee, met regularly in spring 2003 to evaluate the progress of the portal and develop a common strategy to guide short- and long-term planning. The committee also explored development of a partnership with MERLOT. Committee members gave presentations at both the MERLOT International Conference and the Professional and Organizational Development Network Annual Conference.

UNC TLT Conference

<http://www.unctl.org/special/conference2003/about/overview.cfm>

Nearly 300 UNC faculty and staff gathered March 27-29 in Greensboro for the fourth annual UNC Teaching and Learning with Technology Conference, an event that showcased the best and brightest uses of new technologies on UNC campuses. Participation was up 24 percent for this year's conference. By all measures, the conference was a resounding success:

- 94 percent of participants rated the conference “excellent” or “very good” in facilitating knowledge sharing.
- 85 percent said session topics were important and timely.
- 93 percent rated their overall satisfaction as “excellent” or “very good.”

Co-sponsored by the TLTC and the UNC Faculty Assembly, the conference featured more than 90 presentations and spotlighted cutting-edge issues such as grid computing, fair use copyright legislation and faculty recognition for digital scholarship. Attendees could also participate in panel discussions, interest group meetings, focused seminars and hands-on workshops.

Two highly regarded leaders in higher education shared their personal perspectives in keynote speeches. Dr. Jeremy Haefner, dean of the College of Engineering and Applied Science at the University of Colorado at Colorado Springs and one of the two 2002 EDUCAUSE NLII Fellows, reviewed key principles for “deeper learning” and how to implement them in the classroom. Dr. Carl Berger, director of advanced academic technologies and professor of science and technology education at the University of Michigan-Ann Arbor, offered insight into the dynamic role that technology will play in future learning environments.

New to the 2003 conference were poster sessions, as well as presentations on academic topics from corporate sponsors (Blackboard, Ciber, e-College, and WebCT).

Post-conference comments included:

“Great conference - much more valuable than most national or regional ones I’ve attended or heard about from colleagues.”

“I so enjoy the TLT conferences because they allow me to touch base, have discussions, and brainstorm with innovators, technical experts, peers, and colleagues from across the state.”

“Virtually all [the sessions] I attended were valuable in a number of different ways. In addition to the opportunities for “networking,” I got several ideas about how to improve my teaching, how to improve overall campus TLT efforts, and other ideas as well.”

“I particularly liked the round table discussion of ways to support use of technology by faculty. I have already begun making my web pages more accessible for disability compliance.”

Assessment Initiative

The TLTC assessment initiative includes two key components: a set of assessment resources providing information about assessment concepts and methods, and a database of assessment items designed to examine the role of technology in teaching and learning.

TLTC staff continued work on the set of assessment resources, which will include online access to information about assessment types, strategies, and methods for gathering and analyzing data. This information provides context for TLT assessment associated with a number of purposes, including needs assessment, assessment of student learning/growth, assessment of student achievement (learning outcomes), assessment of instruction, and assessment of new programs, initiatives, and alternative approaches. For each assessment type, content has been developed to examine the purpose of the assessment, associated decision making, possible questions that might be addressed, possible research designs, possible data collection strategies, possible data analysis methods, and types of reports. The database of assessment resources is now in draft form and will be reviewed by TLTC staff and the TLTC Planning and Assessment Committee before being posted on the TLTC web site in fall 2003.

In addition, TLTC staff developed a standard case study protocol to facilitate collecting examples of suitable cases to serve as exemplars for the assessment concepts and methodologies presented. The protocol identifies key information needed for each case so that it may be

appropriately linked to the information resources. The protocol is in draft form and will be reviewed by TLTC staff and the TLTC Planning and Assessment Committee before being posted, along with a call to contribute, on the TLTC website in fall 2003.

The TLTC staff is designing the database of assessment items – the second component of the initiative – to provide integrated sets of items comprising surveys or other assessment instruments as needed for specified assessment and evaluation projects examining the role of technology in teaching and learning. Currently, the TLT Assessment and Evaluation Interest Group is identifying what assessment items are needed, as well as reviewing possible configurations for compiling the database. Initial surveys and sets of items are expected to be developed during 2003-04 with ongoing development and changes to the content and format of the overall database of items.

Web Site

<http://www.unctl.org/>

The TLTC web site highlights the organization's mission, projects, and board membership and activities. The TLTC streamlined the site's content and navigation in spring 2003 to enhance communication and help fulfill goals identified in the 2002-2005 Strategic Plan, and it added an expanded section for the UNC TLT Conference that provided convenient access to the program, listing of participants, presentations, and evaluation results. In addition, the TLTC began an evaluation of the site's information architecture and design that will help guide broader revisions in 2003-04.

Compendium of Abstracts on UNC Effective Practices and Special Projects

<http://www.unctl.org/tlt/projects/compendia/practices1.pdf>

In 2003, the TLTC completed an ambitious project: the development of an online compendium of effective TLT practices that would allow campuses to share their successes and learn from each other. Guided by recommendations from the TLTC Board, the TLTC interviewed more than 100 faculty and staff representing a cross section of each campus: library, distance education, faculty and student support, and a host of individuals in various disciplines.

The result is a collection of 50 abstracts that showcase UNC initiatives in faculty development, instructional support, e-Learning, faculty and student support services, and library resources. The focus is on projects that address campus-wide initiatives, have a track record of success, and can be replicated on other campuses.

The first edition of the compendium was posted on the TLTC web site in June 2003, and plans call for the collection to be updated annually. This is the first in a series of planned compendia addressing TLT topics of interest to UNC.

Communications

Throughout the year the TLTC used a variety of channels to promote communication with and provide resources to the campuses. The UNC Teaching and Learning with Technology Conference provided an opportunity to share information face-to-face about TLTC and campus initiatives, and also facilitated TLT knowledge transfer among conference participants. On the TLTC web site, visitors could view up-to-date information about past and present TLTC activities, as well as pointers to TLT resources. Frequent stories in UNC Links, the online newsletter produced by the Division of Information Resources, ensured that campuses were kept abreast of news and announcements. In addition, TLTC staff and board members regularly participate in UNC meetings and events, make presentations within and outside the University, and take part in national meetings and conferences.

A major communications project launched this year was production of a seven-minute video that documents TLTC's singular role in helping faculty incorporate technology. Interviews with five board members provide a framework for the program, which includes testimonials from conference participants about the organization's impact on the ways in which technology is incorporated on their campuses. The program will be widely distributed across the University and to external partners in higher education, government, and business. To further increase awareness of TLTC projects, the program will be put on a CD along with a sampling of TLTC resources available to campuses. The program will also be available in VHS format.

New Staff Members

The TLTC entered 2002-03 with three staff members: the executive director and two program coordinators. A fourth TLTC staff position, originally scheduled to be a technology coordinator, was left vacant pending conclusion of the TLTC's strategic planning process. After the 2002-2005 Strategic Plan was approved in fall 2002, the position was redefined as an information and technology coordinator. Andrea Eastman-Mullins, an academic database product manager from ProQuest Information and Learning with a background in instructional technology, was hired in March 2003.

To support the electronic information and technology infrastructure, including its web sites, the TLTC used funds from the vacant technology coordinator position and from the TLTC operating budget to contract web programming support services from an outside vendor (Alphanumeric). In early summer 2003, a second information and technology coordinator position was established to support technology projects and web development services half-time for the TLTC and half-time for the Department of Online Services within the Division of Information Resources. This position will be advertised in 2003 and will replace the contract with the outside vendor.

Board Meetings

The TLTC Board held nine business meetings in 2002-03: four face-to-face meetings (September 19, December 16, February 26, June 5) and five videoconference sessions (October 23, November 13, January 15, March 12, April 9). Minutes of all board business meetings are at www.unctlt.org/tlt/board/meetings2003.cfm.

In addition, the board conducted three videoconferences as part of the strategic planning process (August 7, October 9, October 30).

Presentations by Staff Members

TLTC staff members made the following presentations at regional and national conferences in 2002-03:

The Evolving Universe of Teaching, Learning, and Technology by Frank Prochaska, keynote address at the EdTech 2002 Conference, North Carolina State University, September 26.

Strategies for Using MERLOT to Achieve Recognition of Digital Scholarship by Debra Randleman, Irene Mueller, Valorie Nybo, Hilarie Nickerson, and Jessica Somers; 2002 MERLOT International Conference, Atlanta, September 28.

The Evolving Universe of Teaching, Learning, and Technology by Frank Prochaska, North Carolina Distance Learning Alliance Conference 2003 (virtual conference), January 21 - 30.

Transformation Through Collaboration by A. Darryl Davis, Jo Ann Pearson, Frank Prochaska, and Tom Warner; NLII Annual Meeting, New Orleans, January 28.

Best Practices of Online Education by Laura Rogers, speaker at the monthly meeting of the Society for Technical Communication SIG of STC Carolina, Durham, February 19.

Current Practices in Teaching and Learning with Technology by Frank Prochaska, keynote address at the 2003 North Carolina Association for Research in Education Annual Meeting, Holly Springs, NC, March 20.

Presentations by Board Members

TLTC Board members made the following presentations on TLTC-related topics at regional and national conferences in 2002-03:

The University of North Carolina TLT Professional Development Portal by Ray Purdom and Hilarie Nickerson; 2002 MERLOT International Conference, Atlanta, September 2002.

A System-wide Approach to Leadership Development for Department Chairs by Ray Purdom, Betsy Brown, and Peter Petschauer; Professional and Organizational Development (POD) Network Annual Conference, Atlanta, October 2002.

Mapping the Learning Space by Ray Purdom, Colleen Carmean, and Flora McMartin; featured presentation at the NLII Annual Meeting, New Orleans, January 2003.

Summary of General Operations

Structure

The TLTC, created by UNC President Molly Broad in Spring 2000, is a consortial organization of the 16 UNC campuses. Formal operations commenced on March 20, 2000. Permanent staff members are part of the Division of Information Resources in the UNC Office of the President. The executive director of the TLTC reports to the UNC Vice President for Information Resources and Chief Information Officer.

Governance

The TLTC is governed through a collaborative arrangement between the UNC Vice President for Information Resources and CIO and the TLTC Board, which includes representation from each of the 16 campuses and ex-officio members from allied UNC organizations.

Membership for FY 2002-2003 included:

Board officers

Co-Chairs

Joyce Williams-Green and Sandra Huskamp

Vice-Chair

Margaret Mertz

Secretary

Kathy Thomas

Voting Board members (UNC campus representatives, including Board officers)

Appalachian State University

Steven J. Breiner

East Carolina University

Sandra Huskamp

Elizabeth City State University

Derrick Wilkins

Fayetteville State University

Arasu T. (Nick) Ganesan

North Carolina Central University

Brenda Shaw

North Carolina School of the Arts

Margaret Mertz

North Carolina A&T State University

Tamrat Mereba (proxy for Rodney Harrigan, July - January)

Bruce G. Clark (proxy for Rodney Harrigan, February – June)

North Carolina State University

Sharon Pitt

UNC Asheville

Patricia P. McClellan

UNC-Chapel Hill

Kathy Thomas (proxy for John Oberlin)

UNC Charlotte

Sallie Ives

UNC Greensboro

Ray Purdom

UNC Pembroke

Tom Jackson

UNC Wilmington

Beverly Vagnerini

Western Carolina University

Benjamin Coulter

Winston-Salem State University

Joyce Williams-Green

Ex Officio Board members

UNC Division of Information Resources

Robyn Render, Vice President for Information Resources and Chief Information Officer

UNC Division of Academic Affairs

Betsy Brown, Associate Vice President, Academic Affairs

UNC University Librarians Advisory Committee

Mary Reichel, University Librarian, ASU

UNC Faculty Assembly

José D'Arruda, Chair, Department of Chemistry and Physics, UNCP

Standing committees

Planning and Assessment Committee

Steven J. Breiner, Benjamin Coulter, Sallie Ives, Tom Jackson, Henry Schaffer (former board member)

Bylaws Committee

Betsy Brown, Benjamin Coulter, Brenda Shaw

Finance Committee

Margaret Mertz (chair), Ray Purdom, Derrick Wilkins

Nominating Committee

Ray Purdom (chair), Arasu T. (Nick) Ganesan, Sharon Pitt

Sources of additional information

For additional information concerning the TLTC Board, visit http://www.unctlt.org/tlt/board/board_list2003.cfm.

Staffing

TLTC Staff:

Executive Director

Frank Prochaska

Program Coordinator

Hilarie Nickerson

Program Coordinator

Laura Rogers

Information and Technology Coordinator

Andrea Eastman-Mullins (beginning March 27)

Contracted staff:

Web Programmer/Database Developer

Todor Lilov (on contract from Alphanumeric for 2002-03)

Resources

The TLTC is now fully staffed with four permanent staff members serving to direct TLTC activities, facilitate project groups, and manage communication and information. Even though the TLTC underwent a 5% budget reduction entering the 2002-03 year, careful planning made it possible to carry out the key components of the organization's mission and goals as presented in the 2002-2005 Strategic and Operating Plans and as discussed in this report. In addition, the TLTC is pursuing other sources of revenue, as it is developing policies and procedures for seeking external funding and has begun with the 2003 UNC TLT Conference to receive financial support from corporate sponsors.