HETS

Hispanic Educational Technology Services

2012-2017 STRATEGIC PLAN

June 2012

BACKGROUND

The Hispanic Educational Technology Services (HETS) is the first bilingual consortium dedicated to serving the higher education needs of the fast-growing Hispanic communities. This non-profit consortia-type organization is constituted by 29 affiliated post-secondary institutions in the United States and Puerto Rico, essentially either Hispanic Serving Institutions (HSIs) or emerging HSIs. Its mission is to promote, support, and increase the capabilities of member institutions in order to enhance Hispanic/Latino students' success and opportunities in Higher Education. Starting in 1993 as a group of institutions interested in sharing courses at distance, HETS Consortium has evolved from the use of telecommunications into the asynchronous modes of anywhere-anytime learning, and the use of technology to reach greater collaboration among and within educational institutions. HETS current member institutions are located in New York, Texas, New Jersey, Illinois, Kansas, Florida, New Mexico, Pennsylvania, and Puerto Rico. One of them is an entirely virtual educational institution. To date, HETS member institutions include more than 24,000 faculty members and more than half a million students, of which approximately 60% is Hispanic.

For more than 17 years, HETS has been an advocate of the use of innovative technologies to improve higher education opportunities for Hispanics. Its concept of technology, technology options promoted, tools and resources, and strategic focus areas have evolved throughout all these years. Two constants in this process are: the intent to continue widening opportunities for the success of the Hispanic learner and the interest in building the necessary support systems to achieve this through the use of technology. The Consortium has promoted a discourse on how to "effectively" incorporate technology into education in order to foster student success. The organization has provided guidance to its members in understanding technology options available and has eagerly promoted distance and online education as a strategy to support the non-traditional Hispanic learner. The Consortium has also, throughout its history, fostered collaboration as a key strategy to pave the way for progress in Higher Education and, overall, for the success of the learner. Through HETS, the art of synergy meets the savvy implementation of technology innovations for the improvement of education.

In 1995, HETS received funding from the Public Telecommunications Facilities Program of the US Department of Commerce to establish electronic classrooms at nine member institutions with satellite connections so they could share their academic offerings at a distance. In 1999, the Fund for the improvement of Post-Secondary Education (FIPSE) awarded HETS a Learning Anytime Anywhere Partnerships (LAAP) grant for the creation of an online bilingual support website for students and faculty training workshops and tools to expand Latino student's opportunities and access to education. A total of 15 member institutions actively participated and benefited from this grant, receiving incentives to develop online courses and to train their faculty. Also, HETS was able to develop a bundle of virtual learning and support services for students and faculty through a non-stop innovative web portal known as the Virtual Plaza. As a second phase of this FIPSE grant, HETS encouraged the development of joint

online degree programs and certificates among member institutions. Over 50 academic leaders, faculty, and distance learning directors from 14 HETS member institutions joined this effort.

Supporting quality teaching and true learning through the incorporation of technology is an essential part of what HETS is about. Higher Education institutions need to incorporate technology resources, tools, and systems aligned with an institution-wide approach to quality teaching and learning. This is why, for the past years, HETS has focused many of its efforts on supporting the faculty development initiatives of its members and providing member constituencies opportunities for professional development. The organization considers that "effectiveness" in incorporating technology should be dependent on the actual results of the education provided. While post-secondary student success can be defined in many ways, in the end, it is about quality learning. It is quality learning and the quality assessment of that learning what supports the learner's road to "success", whether it is defined "completion", "persistence", or "true, long-lasting learning". And, behind this, lies the practice of "quality teaching". Thus, in approaching success, the use of technology should be able to support the accomplishment of quality teaching, quality learning, and quality assessment. In times when technology plays a vital and varied role in the learning process, institutions with large numbers of students of Hispanic descent may be helped by a consortium of colleges and universities that pool their talents and resources to better serve this population. HETS is a platform that can be used to advance student progress, time to degree, and completion rates.

In 2006, the organization's first strategic plan was developed to focus its efforts on impacting the success of educational institutions through technology innovations, facilitating the use of technology to overcome learner's barriers to college success and completion. This plan was implemented throughout the period from 2007 to 2010. These past years have certainly been full of accomplishments, new venues, and growth. FY 2009-2010 closed the three-year strategic plan term with much more than the organization had planned and expected. The organization reached impressive levels of self-sustainability and recognition. These years were also characterized by high involvement from Board members, as well as from faculty, staff, and other constituencies from member institutions. Members' involvement was evident last January 2010, when more than 20 member institutions actively participated and got together to share their innovative practices at the HETS first ever annual conference: the HETS Best Practices Showcase. Also, members from the Board of Directors gathered to work on the organization's first peer review publication, which will be launched during the month of September. Numerous educational opportunities were offered and various events were organized in several regions of the United States, Puerto Rico, and even internationally.

STRATEGIC FRAMEWORK

Vision and Mission

Vision: To become the leading Hispanic bilingual technology-oriented consortium to efficiently and effectively enhance Hispanic student success and opportunities in Higher Education.

Mission: To promote, support, and increase the capabilities of member institutions to enhance Hispanic/Latino student success and opportunities by:

- Providing training and support for faculty, staff, and students from member institutions;
- Facilitating, promoting, and nurturing strategic alliances among HETS members and the academic, government, and corporate sectors;
- Supporting the integration of new education technologies; and
- Identifying and gathering expert support and resources for member institutions.

Strategic Considerations

- The overall focus of the organization is to facilitate the use of technology to open access to educational opportunities for Hispanic students.

- The common interest of institutions affiliated to the Consortium is to serve Hispanics through technology as a common platform.

- HETS can be considered a catalyst in Hispanic Serving Institutions' use of technology.

- The organization's work is greatly supported by its power to help members share expertise, establish linkages, and access resources.

- In approaching success, the use of technology should be able to support increase in access to Higher Education, increased retention levels, and meaningful and strategic learning and institutional assessment.

Strategic Priorities

- Foster and support the use of technology to promote and facilitate Higher Education among Hispanics, support higher education effectiveness, promote student success, increase retention levels among Hispanics, and assess learning and overall education effectiveness.

- Help member institutions increase access to educational opportunities for Hispanic students, fostering strategies for the retention of Hispanic students, and achieving accountability through quality learning assessment.

- Enhance member institutions' capacities to meaningfully use technologies to achieve their goals, promote and demonstrate success, assess effectiveness, assess learning outcomes, increase access to Higher Education, and promote Hispanic success.

- Facilitate the use of technology to overcome Hispanic barriers to education.

- Support member institutions in meaningfully and strategically using technology to achieve Hispanic student success.

- Gather higher education member institutions to share their innovative initiatives and best practices in the integration of technology and education for the benefit of the academic community.

- Support the incorporation of technology resources, tools, and systems aligned with an institution-wide approach to quality teaching and learning.

- Provide member institutions with the best access to information, activities, and resources to better prepare them to serve Hispanics.

Core Strategic Areas

- Access

- Retention

- Assessment

CORE STRATEGIC AREA 1
ACCESS

This strategic area focuses on increasing Hispanic access to Higher Education and achievement of a Higher Education degree. It seeks to enhance the potential of recruitment efforts and increase Hispanics' understanding about opportunities available to access and succeed in Higher Education.

STRATEGIC AREA 1: ACCESS

Major Focus: Increase Hispanic access to higher education.

Goal:

- Disseminate information and increase understanding of opportunities available to Hispanics to access and succeed in Higher Education.

Objective 1: Facilitate and increase member institutions' awareness and understanding of the factors that impact Hispanics' access to Higher Education and potential technologically-based strategies to overcome barriers.

Strategies	Activities	Timeframe	Evaluation Indicators
a. Disseminate research among member institutions on the restricting factors that limit Hispanics' access to Higher Education.	**HETS Online Journal issue on Access** - Encourage publication of research articles related to Hispanics' access to higher education in the HETS Online Journal. - Identify research at member institutions and establish key contacts - Identify outstanding research projects - Encourage participation	Year 1 (2nd semester) Year 3 (1st semester) Year 4 (2nd semester)	Number of related articles HOJ issues on access Number of projects by institution in the project/article database
	Disseminate research topics from articles published in the HOJ and research projects through social media tools, Virtual Plaza, Connection, and email campaigns.	Years 1 to 5 (ongoing)	Messages disseminated (topics, institutions, web statistics) Web, Twitter, and Facebook user statistics
b. Disseminate information on the use of technologies to help Hispanics overcome existing barriers to Higher Education.	- **HETS Best Practices Showcases**(Every other year onsite and every other year virtual) - **HETS Online Journal**(Year 1 - 2nd semester; Year 3 - 1st semester; Year 4 – 2nd semester) - **HETS Website**(Year 1 – 2nd semester to Year 5) - **Virtual Plaza/ Online Resource Center**(Year 4) - **Social Media tools**(Year 1, 2nd semester to Year 5) - **Webinar**(Year 3)	Years 1 to 5	BPS topics, number of attendees in each session, BPS evaluation (awareness, perceived benefits, changes in knowledge, quality, effectiveness, usefulness), number of HOJ articles, feedback from HOJ impact evaluation, HOJ readership

Strategies	Activities	Timeframe	Evaluation Indicators
c. Share successful models to overcome barriers to Higher Education.	Identify resources available at member institutions and disseminate through the HETS website.	Year 2, 1st semester	Number of resources identified and uploaded from member institutions
d. Support Hispanics' access by providing resources to guide them through processes related to admissions, college application, financial aid, career opportunities, and academic programs, among others.	Develop and upload institutional profiles focused on the programs and services distinguished each institution.

Clearinghouse of support resources at the Virtual Plaza. | Year 2, 2nd semester

Year 2, 1st semester | Inquiries coming through HETS

Web user statistics

Number and type of resources

Web statistics

Feedback

Online, twitter, and Facebook polls related to student college skills |
| e. Provide access to online resources for prospective Hispanic college students through member institutions. | **Hispanic-focused, bilingual tool/resources at the Virtual Plaza**

• Basic college skills for high school students
• Basic skills for graduate students
• Basic skills for non-native English speakers
• Preparation for college entry
• Resources to support community college transition
• Resources to foster completion of 4-year degrees
• Resources to support entry to graduate schools
• Resources to support success in standardized tests | Year 4 | |

CORE STRATEGIC AREA 2
RETENTION

This core strategic area aims at the promotion of the strategic use of technology to support, drive, and optimize the retention of Hispanic students at member institutions.

CORE STRATEGIC AREA 2: RETENTION

Major Focus: Enhance the capacity of member institutions to increase Hispanic student retention through technologically-based strategies.

Goal: Support, drive, and optimize the retention of Hispanic students at member institutions.

Objective 1: Promote knowledge exchange and access to resources on how to integrate and implement initiatives to improve retention.

Strategies	Activities	Proposed Timeframe	Measurement Indicators
a. Develop and disseminate initiatives and events to increase awareness on the uses and advantages of technology to improve retention levels.	Identify members' **retention issues and educational needs** (surveys, social media, or teleconference).	Year 2	60% participation rate Retention assessment briefing List of educational/service needs Number/type of modules/sessions Member participation/completions Workshop/module impact evaluation
	Design **online workshops and modules**.	Year 3, 1st semester	
	Identify experts to deliver educational sessions.	Year 3, 1st semester	
	Deliver cost-efficient **training opportunities**(workshops, webinars, and conferences)	Year 3, 2nd semester	
b. Identify, promote, and share best practices on Hispanic student retention.	**Identify members** effective in dealing with remediation, motivation, student engagement, and retention Create a **database of projects and experts**.	Year 3, 1st semester	Number/ types of projects identified and promoted Members promoting their projects BPS session impact evaluation Social media feedback and inquiries
	Promote best practicesat the Best Practices Showcase (alternating face to face conference and virtual conference)	Every other year onsite and every other year virtual	

Strategies	Activities	Proposed Timeframe	Measurement Indicators
c. Promote and encourage research opportunities to identify factors and variables that impact retention levels and technologically-based strategies to modify these factors.	**Promote educational research** focused on technology-based retention efforts through the HETS Online Journal (retention-focused issue).	Year 2, 1st semester; Year 3, 2nd semester; Year 5, 1st semester	Number and types of articles Participating members Readership (HOJ statistics) Social media feedback
	Disseminate results of research on Hispanic student retention. • Best Practices Showcase (onsite and virtual) • HETS Website • Social media • HETS Online Journal	BPS (every other year onsite and every other year virtual) Website (Years 2, 4, 5) Social media (Years 1-5)	Readership (HOJ statistics) Social media feedback BPS participation BPS feedback/evaluation Web statistics Exposure opportunities

Objective 2: Help members optimize faculty performance in both face-to-face and online environments through the effective integration, implementation, and use of technology to promote motivation, student engagement, and academic success.

Strategies	Activities	Proposed Timeframe	Measurement Indicators
a. Support faculty members in the development and implementation of models that foster motivation, retention, and success through the strategic use of technology.	**Educational strategy** (online and face to face) to address: • Innovative and effective use of LMS • Use of targeted learning/support communities • Smart classrooms • Course-capturing technologies • Podcasting and mobile learning technologies • Classroom and online retention strategies • Use of social media to meet student needs • e-Portfolios	Year 2, 2nd semester to Year 5	Number/types of sessions/modules delivered Number of faculty impacted Impact evaluation results Participating institutions Feedback about projects implemented

Strategies	Activities	Proposed Timeframe	Measurement Indicators
Support faculty members in the development and implementation of models that foster motivation, retention, and success through the strategic use of technology.	**Identify expert resources** among members and partners to provide guidance on implementing retention/student engagement models through technology.	Year 2 to Year 5	Coordination of project/alliance to provide guidance Participation rate/members impacted
b. Foster the development of **student-centered online courses** that promote engagement, persistence, and success through the **incorporation of academic and student support services**.	**Promote innovative practices** in course design and delivery, student engagement models, and strategies focused on student retention and completion: • HETS Online Journal • Best Practices Showcase (onsite and virtual) • Online and face to face workshops • Webinars	Year 4 to Year 5	Readership (HOJ statistics) BPS participation, evaluation Web statistics Exposure opportunities Participation rate Post-evaluation
	Collaboration with CETLs at member institutions to facilitate support to faculty (online and regional support). • Establish contact with key persons at CETLs • Identify potential areas of support and available experts	Year 4 to Year 5	CETL contact database Level of interaction with CETLs Member participation rate Member support plan Member impact rate

Objective 3: Promote and support the implementation of academic and student support services that take advantage of technology resources to improve student retention, persistence, and success.

Strategies	Activities	Proposed Timeframe	Measurement Indicators
a. Encourage use of systems to **track students, identify signs, and alert** on the need to implement an early intervention.	**Identify and disseminate best practices** through Online Journal and Best Practices Showcases (onsite and virtual).	Year 3, 2nd semester	HOJ readership/ statistics Number, types of articles, projects BPS post-evaluation Participation rate Social media feedback
	Promote new technologies through dissemination of technology systems/software reviews.	Year 4	Members impacted Member feedback
b. **Disseminate** best practices, successful models, and innovative opportunities.	**Identify innovative successful approaches** among members and **disseminate best practices** through the Online Journal, the website, Best Practices Showcases, and webinars including: • Models of retention incorporating technology • Use of tracking and alert systems for early intervention • Research on factors that impact Hispanic retention and the potential of technology • Technology-facilitated mentoring, tutoring, remediation, and counseling services	Year 3	Number of practices/projects promoted HOJ readership (stats report) Social media feedback/ discussions/ exchanges BPS post-evaluation Web statistics
	Upload **retention tools and best practices** to the Virtual Plaza.	Year 2 to Year 5	Virtual Plaza stats, social media feedback/ interaction

Objective 4: Foster student support, motivation, engagement, and retention among member institutions through access to online resources.

Strategies	Activities	Proposed Timeframe	Measurement Indicators
a. Establish an **online resource and support center** at the Virtual Plaza in collaboration with member institutions and partner organizations.	**Identify and upload student support resources**, with emphasis on: • Basic skills for undergraduate and graduate • Basic skills for non-native English speakers • Study skills and technology skills • Research skills • Identification and use of support services • Access to advisement, registration, and financial aid services	Years 2 to 5	Number and types of resources gathered or produced Member/ partner participation Website stats report Online/ social media polls to assess learning style awareness among students
	Upload **a learning style inventory** to increase students' awareness about their learning styles and help them adapt to college to achieve success.	Year 3 to 4	

CORE STRATEGIC AREA 3
ASSESSMENT

This core strategic area aims at supporting member institutions in the establishment of a solid assessment culture and applying effective and efficient assessment techniques to demonstrate the accomplishment of the overall institutional goals and the achievement of learning success. It encompasses strategies to promote the effective development and implementation of assessment efforts through the innovative and strategic use of technology.

CORE STRATEGIC AREA 3: ASSESSMENT

Major Focus: Enhance members' capacity to demonstrate accountability, quality, and effectiveness through innovative, technologically-based assessment approaches.

Goals:

- Support members in establishing a solid assessment culture through the use of technology.
- Support members in applying effective and efficient technologically-based assessment techniques to demonstrate the accomplishment of the overall institutional and learning goals and the achievement of learning success
- Promote the effective development and implementation of assessment efforts through the innovative and strategic use of technology

Objective 1: Foster the development of technology-oriented initiatives to help evidence success and determine successful approaches to learning, education, retention, and college completion.

Strategies	Activities	Proposed Timeframe	Measurement Indicators
a. **Promote initiatives that use technology tools** and multiple, specific indicators to foster institutional accountability.	**Share initiatives and efforts** that use technology assessment tools through the Best Practices showcases, the HETS Online Journal, the HETS website, and social media.	Year 2, 2nd semester	BPS post-evaluation Number/types of initiatives Web and social media stats HOJ stats (readership/ content) Participating institutions
	Disseminate outstanding models and projects through **educational events** (face to face conferences/webinars).	Year 3, 2nd semester	Participating institutions Event post-evaluation Feedback on models/projects implemented
b. Promote the use of **assessment tools to inform and support retention**.	**Promote use of assessment tools to inform and support retention** through online modules, articles, social media, and training events (face to face or webinar).	Year 3, 2nd semester	Web, social media stats HOJ stats (readership/ content) Post-event evaluations

Strategies	Activities	Proposed Timeframe	Measurement Indicators
c. **Support faculty** with the incorporation of assessment efforts to **promote quality teaching** and **assess learning** at the individual and group level.	Share current **strategies for assessing learning**.	Year 2-5	Web, social media, HOJ stats
	Train faculty on the use of the **Learning Style Inventory as an assessment tool**.	Year 3	Impact evaluation and feedback on the use of the tool
	Establish and coordinate **collaboration with CETLs** at member institutions.	Year 4	Collaborations established and results (benefits for members)

Objective 2: Promote and support implementation and continuity of efforts that use technology to track and assess the progress of institutional goals and objectives across all levels and, consequently, sustain data-driven decision-making processes to achieve improvement and quality.

Strategies	Activities	Proposed Timeframe	Measurement Indicators
a. Promote the **strategic use of data and assessment** results to inform decision-making.	**Disseminate resources, projects, and best practices** on the use of data and assessment to inform decision making through the Best Practices Showcases and the Online Journal.	Year 4 to 5	BPS post-evaluation Survey on assessment practices HOJ readership stats

Objective 3: Increase knowledge and promote the effective use of technology tools and instruments to: 1) evidence institutional goal achievement and student success; 2) track student learning success through multiple specific indicators; and/or 3) identify precise courses of action for improvement.

Strategies	Activities	Proposed Timeframe	Measurement Indicators
a. Disseminate innovative assessment **projects, best practices, research, and tools**.	Explore/share best practices in **development and application of assessment tools/strategies** among members.	Year 2	BPS post-evaluation Member feedback Social media stats/ feedback Web statistics Use/download of tools
	Upload useful assessment tools and resources to the online resource center at the Virtual Plaza.	Year 3	
	Translate/upload available **assessment tools in Spanish and English**.	Year 3	

Strategies	Activities	Proposed Timeframe	Measurement Indicators
b. Provide **periodical and cost-efficient training events**, including workshops, webinars, and conferences.	Identify **topics and experts**.	Year 3	Post-session evaluation
	Program **educational opportunities** according to available expertise (method, locations, schedule).	Year 4	Change in knowledge and awareness Participating institutions Web and social media feedback and stats

Objective 4: Promote leadership, creativity, and innovation in developing effective, systematic technology-based processes to assess learning outcomes.

Strategies	Activities	Proposed Timeframe	Measurement Indicators
a. Develop and upload **online resources** in collaboration with member institutions and partner organizations.	**Identify and collect resources** (BPS, HOJ, experts at member institutions, other organizations) to support systematic **learning outcome assessment**.	Year 3 and 4	Tool/resources repository Visits/downloads/web stats
	Develop a repository of assessment best practices, research, methodologies, and tools.	Year 4 and 5	Feedback on uses and usefulness of data (impact on member institutions)

MAJOR HETS STRATEGIES AND ACTIVITIES TO ADDRESS
ACCESS, RETENTION, AND ASSESSMENT

HETS Online Journal

- Essential activity to disseminate the use of technology to support access, retention, and assessment efforts
- Opportunity to promote educational research, promote the work of member institutions, and encourage participation of member institutions

Training

- Development and delivery of online workshops and webinars
- Development of online training modules
- Face to face and online educational events

Best Practices Showcase

- Major conference to showcase and share best practices in 2012, 2014, and 2016
- Face to face event with an online component(online pre-conference and synchronous, real-time transmission)

Joint Online Resource Center

- Online repository of resources to support access, retention, and assessment efforts
  - Best practices
  - Research
  - Assessment tools
  - Tools, information, and data for students
  - Retention models, strategies, and resources
  - Teaching and learning resources
  - Online modules
- Resources for member institutions, faculty, and students (high school, undergraduate, and graduate)

HETS ORGANIZATIONAL GROWTH AND DEVELOPMENT
Development, Financial growth, Marketing, and External Communications

The core strategic areas and the work and progress of the organization during the 2011-2016 period will be supported by a series of essential marketing, communications, and development strategies. These strategies are expected to: help increase the visibility of the organization, help maintain effective relations with members, increase the interest of corporate partners and sponsors, attract the interest of external publics, enhance the strategic positioning of the organization, and increase the growth and sustainability capacity of the organization.

Marketing and Communications

1. Increase HETS visibility internally and externally.

    a. Promote HETS consistently and strategically through events, publications, and the HETS Online Journal.

    b. Capitalize on the potential of the HETS Online Journal to serve as a public relations strategy for the Consortium and its members.

    c. Promote HETS among external publics through active participation in events from other organizations of interest and events from member institutions.

    d. Make dynamic use of social media available to promote the organization among internal and external publics.

    e. Establish alliance-building initiatives with similar organizations and corporations with the potential to contribute to the organization and its members.

    f. Promote HETS products, resources, and activities through print and electronic media.

        i. Strategic use of member institutions' publications and websites
        ii. Opportunities with regional media outlets
        iii. Strategic email campaigns
        iv. News articles
        v. Social media

    g. Strengthen the image of the organization through its web portals.

        i. Strong emphasis on feeding HETS portals with relevant resources, educational opportunities and collaboration alternatives

    h. Increase awareness among member institutions and member constituencies about the possibility of accessing resources at no or reduced fees.

    i. Expand events to mainland institutions.

    j. Promote the organization dynamically internally among member constituencies.

      i. Faculty participation in HETS initiatives, events, and publications
      ii. Strategic use of social media
      iii. Networking opportunities
      iv. Collaborative funding opportunities, research, and projects
      v. Educational events
      vi. Online resources and events
      vii. Strategic alliances with centers for excellence in teaching and learning at member institutions

k. Capitalize on the value of the organization to provide opportunities to establish linkages with experts and access to knowledge and resources.

l. Establish a methodology to measure the impact of HETS services and the return on investment for members as a communications and positioning strategy among members, sponsors, organizations, and other relevant publics.

m. Analyze, organize, and use statistical information available on the organization and its members as an attractive to gather the support from sponsors, corporate partners, prospective members, international institutions, and external organizations.

n. Capitalize on the role and responsibility of the members of the Board of Directors and representatives in amplifying the message of the organization and promoting the work of the organization at their institutions.

Development

1. Increase the self-sustainability potential of the organization by strategically diversifying its funding sources.

   a. Develop and implement strategies to internationalize the services of the Consortium
   b. Increase the inventory of online workshops and certifications (reduced fees for member institutions and full fees for non-members).
   c. Develop and upload downloadable webinars and modules available at reduced prices for member institutions and at full price for non-members.
   d. Upload webcasts (live and recorded) and make them available at reduced fees for members and full fees for non-members.
   e. Outreach for new member institutions in the United States.
   f. Outreach for new international member institutions.
   g. Expand the number of corporate partners.
   h. Identify and attract sponsors for the sections of the HETS website and the Virtual Plaza.
   i. Identify and attract sponsors for HETS events and publications.
   j. Increase the number of training opportunities available for mainland institutions.
   k. Seek opportunities to provide consulting services to external organizations.
   l. Identify and compete for grant opportunities.

   m. Identify and seek opportunities of both funding and collaboration with private foundations.

2. Effectively and efficiently optimize the organization's limited human, financial, and physical resources.

   a. Reduce the amount of small face to face workshops delivered.
   b. Increase the number of online resources and training opportunities.
   c. Take advantage of the potential of events of larger scale.
   d. Establish strategic alliances to provide the required support and guidance to members.
   e. Identify corporate partnerships with the potential to contribute to the programmatic direction of the organization and to meet the needs of its members.
   f. Leverage the resources and expertise of member institutions in the development of resources and the development and delivery of training and events.

3. Develop a business plan to increase the potential of HETS services and the sustainability capabilities of the organization.

STAGES OF IMPLEMENTATION
2012-2017

Year 1

Best Practices Showcase (Virtual)

Identification and coordination of required content, expert, and funding resources

HETS Online Journal

Online training

Web strategies

Social media tools

Year 2

Coordination of content and expert resources

Diversification of funding

Training events

HETS Online Journal

Online training

Strategic alliances

Dissemination of resources

Virtual Best Practices Showcase (onsite)

Web strategies

Social media tools

Virtual Plaza resources

Year 3

Best Practices Showcase (Virtual)

Development and uploading of online resources

Online training

Diversification of funding opportunities

HETS Online Journal

Research

Dissemination

Strategic alliances

Web strategies

Social media tools

Webinars

Virtual Plaza resources

Learning style inventory

CETL Collaboration

Assessment tools

Year 4

Training events

Joint Online Resource Center at Virtual Plaza

Diversification of funding opportunities

Dissemination initiatives

HETS Online Journal

Collaboration initiatives

Project development

Strategic alliances

Virtual Best Practices Showcase (onsite)

Social media tools

Web strategies

Webinars

CETL Collaboration

assessment tools

Year 5

Full implementation

Marketing, Communications, and Development