

**Illinois State University**

**Strategic Plan for Teaching  
2012-2016**

*Draft approved by the University Teaching Committee  
April 2011 for circulation and comment*

## **Strategic Plan Summary**

### **Teaching Vision**

Illinois State University is a dynamic and supportive community of reflective educators dedicated to their ongoing growth in ability to foster students' deep learning in disciplinary content as well as in their personal development as engaged citizens and life-long learners.

### **Core Teaching Values**

1. Dedication to transformational teaching
2. Attunement to, and support for, diversity broadly defined
3. Dedication to civic engagement in education
4. Equitable balance of teaching, scholarship
5. Rigorous and informed teaching evaluation processes
6. Rigorous and informed assessments of student learning outcomes
7. Sustained professional development

### **Teaching Goals**

Goal 1: Illinois State University educators will pursue excellence in teaching at undergraduate and graduate levels.

Goal 2: Illinois State University educators will increase their effectiveness in fostering academic success and personal growth among diverse students (e.g., diversity of preparation, diversity of linguistic and cultural backgrounds, and diversity of physical and cognitive capabilities).

Goal 3: Illinois State University educators will increase their effectiveness in preparing students to be responsive and effective citizens in a linguistically and culturally diverse and globally connected society.

Goal 4: Illinois State University educators will increase their effectiveness in developing and strengthening students' technological fluency and information fluency to support their success in a technology-infused society.

Goal 5: Illinois State University educators will increase their effectiveness in preparing students to be civically educated individuals who use their knowledge and skills to participate in social change and build a sustainable society.

Goal 6: Illinois State University educators will increase engagement in scholarship on teaching and learning to enhance their personal instructional effectiveness as well as to contribute to the university's community of teachers.

Goal 7: Illinois State University's teaching support resources will generate and support data collection, consistent with principles and practices of high-quality scholarship to track progress and identify adjustments to increase progress relative to Goals 1-6 and to inform future revisions of this plan.

## Overview

This document extends and elaborates key principles and values that address the instructional dimensions of the campus strategic plan, *“Educating Illinois 2008-2014.”* As such, it lays out a detailed plan to guide, support, and enhance teaching at Illinois State University consistent with this university’s mission and the goals of *Educating Illinois*.

This plan is a product of the University Teaching Committee, which is the advisory committee to the Provost for teaching-related topics. Committee membership consists of college- or university-level teaching award winners representing each college plus representatives of non-tenure track instructors, chairs, the Provost, and graduate students. Development of this plan is in response to a request from the Office of the Provost in Fall 2010. It reflects the intent to elaborate and implement the values and goals articulated in *Educating Illinois* by identifying goal and strategies that will enhance the university’s instructional excellence and strengthen its reputation among students, parents, faculty and staff, supporters, and state citizens/taxpayers.

The importance of this plan is reflected in the challenges and opportunities facing Illinois State University in the next decade relevant to our instructional mission. As noted in the current version of *Educating Illinois* (p. 4), national and regional developments present challenges for Illinois State University relevant to teaching:

- “The demographic profile of the state and nation is changing. High school graduates will be fewer in number, increasingly more diverse, and bring varying levels of expectations and preparation.”
- “...(S)tate support for the university has declined to approximately one-fourth of Illinois State University’s operating budget. No reversal of this trend is predicted for the near term, yet public demands for affordability, access, and accountability are expected to intensify.”
- “Technologies supporting teaching [and] learning ... will continue to change—becoming even more pervasive and expansive.”
- “More work remains to ensure classrooms and laboratories sufficiently support academic program requirements.”

Additional local challenges relevant to teaching at Illinois State University include the following:

- Faculty experience reflects the “mutually reinforcing commitments to scholarship and to undergraduate and graduate education” (*Educating Illinois*, p. 4) at Illinois State University. This dual commitment sets expectations for significant productivity regarding both scholarly work and teaching. These priorities are manifested in research publication expectations/creative productivity expectations and teaching loads and teaching performance expectations codified in faculty evaluation documents and processes. Despite the language framing these as “mutually reinforcing commitments” faculty can perceive them as competing or even conflicting priorities when making decisions to allocate time and energy toward each.
- Summative teaching evaluation systems, procedures, and practices vary across campus. It is not clear that all reflect the rigor of scholarship-informed principles and instruments for assessing

exemplary teaching. Some faculty perceive that the data are not consistently analyzed, interpreted, and applied consonant with sound principles of quantitative and qualitative data treatment and so the findings are perceived as lacking credibility from some faculty and students.

- Economic trends continue to impact state financial support, requiring the University to seek alternative sources of funding to enhance operating funds and to provide for salary increases, new hires, technology upgrades, and teaching-related infrastructure upgrades.

However, opportunities also await:

- Research continues to advance our understanding of which instructional approaches and practices are most effective for distinctive groups of learners, which can enhance learning for more students when implemented.
- Research continues to advance our understanding of how to evaluate effective instructional design and instructional practices in use, which enhances our ability to distinguish more comprehensively and accurately between teaching practices needing improvement and exemplary teaching practices, both for formative and summative uses.
- The array of technologies useful for instruction in and out of classrooms continues to expand, providing greater flexibility for designing and implementing compelling instruction consistent with exemplary teaching practices as well as assessing student progress.
- The interconnectedness of global communities for social and commercial interaction increases the potential for Illinois State University student access to diverse cultures important for their preparation as culturally attuned citizens.
- Broad portions of Illinois State University faculty have demonstrated their deep commitment to teaching excellence and a desire for continued investment in improvement through substantial allocation of time and energy toward professional development.<sup>1</sup>
- Every college's strategic plan includes goals and action items that reflect the high priority that each college places on strong teaching as a crucial element of their current and future efforts in support of college-level missions and the university strategic plan. (See Appendix A)
- The university administration's commitment to teaching is demonstrated by its financial and policy support of the Center for Teaching, Learning & Technology, established in 2005 as a resource for Illinois State University educators. CTLT would play a critical role in implementing this plan directly by supporting educators and indirectly by supporting other units' actions to support educators.

This plan is designed to address the challenges and opportunities by setting an agenda for strengthening and accelerating progress toward the university's instructional mission over the next five years.

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<sup>1</sup> Based on figures from the 2011 Annual Report, Center for Teaching, Learning & Technology, which indicate more than 900 Illinois State University educators each year have invested more than 10,000 hours in professional development each year for the past three calendar years.

Preparation of this document is informed by, and consistent with, strategic plans of the university's six colleges plus Milner Library as well as several other university units and initiatives, including:

- [College of Applied Science and Technology Strategic Plan 2008-2013](#)
- [College of Arts and Sciences Strategic Plan 2010-2015](#)
- [College of Business Strategic Plan \(Draft\)](#)
- [College of Education Strategic Plan 2007-2012](#)
- Mennonite College of Nursing Strategic Map 2010-2013
- [Illinois State University Libraries 2011-2015 Strategic Plan](#)
- [Information Technology Strategic Plan 2011-2013](#)
- [Strategic Plan for Research, Scholarship and Creative Expression \(2010\)](#)
- [General Education Program Task Force](#)
- [General Education Program Goals \(2006\)](#)
- [Distance Education Task Force Recommendations \(2009\)](#)
- [Diversity Task Force Report \(2009\)](#)
- [American Democracy Project at Illinois State University](#)
- [Illinois State University Sustainability Policy](#)
- [National Survey of Student Engagement \(NSSE\): ISU results Fall 2010](#)

**University Teaching Committee 2010-11**

<p>Deb Alley, MFA          School of Theater  <i>College of Fine Arts representative</i></p>	<p>Nancy Latham, PhD          Curriculum and Instruction  <i>College of Education representative</i></p>
<p>Maureen Angell, PhD          Special Education  <i>Provost's representative</i></p>	<p>Deb Lesser, MS          School of Communication  <i>Non-tenure track/administrative professional representative</i></p>
<p>John Bantham, PhD          Management and Quantitative Methods  <i>College of Business representative</i></p>	<p>Timothy Longfellow, DBA          Marketing  <i>Chairs representative</i></p>
<p>George Byrns, PhD          Health Sciences  <i>College of Applied Science and Technology representative</i></p>	<p>Ebony Murrell, MS          Biology  <i>Graduate Student representative</i></p>
<p>Heidi Harbers, PhD          Communication Sciences and Disorders  <i>College of Arts and Sciences representative</i></p>	<p>Patrick O'Sullivan, PhD          Director, Center for Teaching, Learning &amp; Technology  <i>Committee chair</i></p>
<p>Cathi Kaesberg, MSN, RN, CNS, CNL          Mennonite College of Nursing  <i>representative</i></p>	<p>Bruce Stoffel, MS          Milner Library  <i>representative</i></p>

## Teaching Mission

Illinois State University's teaching mission is to be the most outstanding institution of higher education in the state of Illinois for the quality of students' educational experiences and demonstrated learning while preparing outstanding and engaged citizens and leaders.

## Teaching Heritage

As detailed in *Educating Illinois*, Illinois State University—the first public university in Illinois—was founded in 1857 as a normal university to prepare the state's teachers. The university consequently has a rich heritage as the state's leader in all facets of teacher education, from classroom instruction to educational administration and national policy setting. Its early emphasis on teacher preparation is reflected in a values-based commitment to creating an optimal learning environment for all Illinois State University students.

While preparing teachers remains a strong emphasis at Illinois State, the university's offerings have expanded over time. There are six colleges (Arts and Sciences, Applied Science and Technology, Business, Education, Fine Arts, and Nursing) that offer more than 160 major/minor options for the more than 20,000 students enrolled each year. In addition, Illinois State provides graduate education in select areas at master's, post-master's, and doctoral levels.

## Teaching Vision

*Educating Illinois* states that "Illinois State University will continue to be the first-choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience at an institution that offers excellent undergraduate and graduate programs ... ." To pursue this vision, the university's Teaching Vision is:

*Illinois State University is a dynamic and supportive community of reflective educators<sup>2</sup> dedicated to their ongoing growth in ability to foster students' deep learning in disciplinary content as well as in their personal development as engaged citizens and life-long learners.*

## Core Values For Teaching

Illinois State University's five core values are (1) pursuit of learning and scholarship, (2) individualized attention, (3) public opportunity, (4) diversity, and (5) civic engagement. As noted simply and directly in *Educating Illinois*, "These values in practice result in exemplary instruction." Core values for instruction that emerge from these campus-wide values are:

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<sup>2</sup> In this document, "educators" is the term used to encompass tenure-line and non-tenure-line faculty, administrative professionals, graduate student instructors, academic advisors, field-based supervisors, and other staff who support student learning directly and indirectly in their curricular and co-curricular experiences.

### ***Dedication to transformational teaching***

Transformational teaching is learning-centered, scholarship-informed, and reflective, and as such is the foundation of Illinois State University's vision of being the "first-choice public university in Illinois for high-achieving, motivated students... ." Subject matter expertise alone is an insufficient criterion of quality teaching – it must be integrated with expertise in instructional effectiveness. (Core Value: Pursuit of Learning and Scholarship)

### ***Attunement to, and support for, diversity broadly defined***

Educators at Illinois State University support all students by attuning instruction to student diversity (e.g., in terms of preparation, cultural backgrounds, physical limitations, etc.) through individualized attention. (Core Values: Individualized Attention, Diversity)

### ***Dedication to civic engagement in education***

Instruction at Illinois State University, in addition to enhancing disciplinary knowledge, fosters students' personal growth and development as educated and empowered citizens who will be constructively engaged in their communities and efforts to promote a sustainable society. (Core Value: Civic Engagement)

### ***Equitable balance of teaching, scholarship***

The university's culture, administrative processes, and support resources should encourage and support a mutually supportive and equitable balance between scholarly productivity, service contributions, and teaching effectiveness when evaluating educators' contributions to the university mission. (Core Value: Pursuit of Learning and Scholarship)

### ***Rigorous and informed teaching evaluation processes***

Systems and procedures for evaluating teaching effectiveness should reflect the priorities articulated in this plan and should be rigorous and informed by the latest and best scholarship, so that what is measured closely aligns with what is valued, and so that dimensions of teaching are measured in ways that generate data that is credible and useful for both faculty and students. (Core Value: Pursuit of Learning and Scholarship)

### ***Rigorous and informed assessments of student learning outcomes***

Only by gathering quality data about the degree to which students are achieving the intended outcomes or specific courses, major programs, and a university education can we evaluate the effectiveness of current methods and make informed decisions about whether and how to refine them. For every student learning goal important enough to include in the university's strategic planning and valuable enough to include promotion to students, parents, employers and society, there should be comprehensive micro- and macro-level assessments repeated over time. Findings should then inform future instructional practices in a continual effort to relentlessly improve student achievement. (Core Value: Pursuit of Learning and Scholarship)

### ***Sustained professional development***

The university's culture, administrative processes, and support resources should view educators' continual investments to strengthen their teaching as a crucial and commendable expectation that is essential to their ability to contribute to the university's mission over time. Just as we prepare students to become life-long learners, Illinois State University's educators should demonstrate our commitment to life-long learning through sustained investment in high-quality assessments of instructional effectiveness and informed responses to the insights gained. (Core Value: Pursuit of Learning and Scholarship)

### **Strategic Goals**

The following goals are designed to promote progress toward the vision, mission and values of the university strategic plan, *Educating Illinois*. Recommended steps ("Strategies") that accompany each goal present an agenda for development of specific action items that will contribute to achieving progress toward the goals.

Once this plan is finalized and adopted, the University Teaching Committee, in close consultation with various campus units and stakeholders, will develop and/or identify specific action items that would support progress for each strategy and thus contribute to achievement of each goal. Action items would then be incorporated into relevant units' appropriate planning documents and inform annual goal setting across the university, and assessment of accomplishments will form the basis for evaluating progress toward the goals.

#### **Goal 1: Illinois State University educators will pursue excellence in teaching at undergraduate and graduate levels. (*Educating Illinois*, Goal 1; *Educating Illinois*, Goal 2, Strategy 2)**

Strategy 1: Educators should engage in a sustained practice of updating and refining their instructional knowledge and practices to maximize deep, transformative and enduring learning among the current generation of university students, consistent with recent advances in the scholarly literature.

Strategy 2: Educators should engage in a sustained practice of implementing high-quality formative feedback regarding instructional effectiveness as well as student progress toward learning outcomes.

Strategy 3: Educators should engage in a sustained practice of refining their instructional practices in response to the insights gained from multiple sources of formative feedback and summative assessments, and changes in instructional practices should be based on pertinent scholarly resources.

Strategy 4: Educators should be knowledgeable about when and how to incorporate instructional technologies (older and newer) in service of instructional practices that foster deep, transformative and enduring learning.



- Strategy 5: General Education requirements and options as well as instructional practices should reflect the university's commitment to providing a rigorous and solid academic foundation for all students that will support their success in their major studies as well as their personal and professional development.
- Strategy 6: The selection, design, and installation of instructional technologies (hardware and software) and furnishings in campus classrooms should emerge from close consultation with end users (i.e., instructors) who are informed about environmental factors and technological tools that support exemplary instructional practices fostering deep, transformational and enduring learning.
- Strategy 7: Professional development resources<sup>3</sup> should support faculty implementation of instructional design and practices that will foster deep, transformational and enduring learning among students.
- Strategy 8: Evidence of, and demonstration of, teaching effectiveness should be a prominent component of all faculty candidate interview procedures and decision processes.
- Strategy 9: Summative evaluation processes should reflect the appropriate level of priority that this university places on teaching effectiveness relative to scholarly productivity and service contributions.
- Strategy 10: Summative evaluation processes for faculty should be based on multiple data sources of evidence of instructional practices and effectiveness that are distributed equitably among multiple perspectives (e.g., students, peers, self, etc.) using criteria, instruments, and collection/analysis procedures consistent with best practices as informed by the educational literature on assessments and reflecting the university's priorities for learning outcomes.
- Strategy 11: Periodic unit-level formative assessments of instructional practices should document the range and distribution of existing instructional practices to guide adjustments in professional development and summative assessment procedures to enhance the unit's instructional effectiveness. (See Goal 7.)
- Strategy 12: Outstanding accomplishments and contributions toward this goal by individuals, departments/schools and colleges should be recognized. (*Educating Illinois: Goal 3, Strategy 5*)

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<sup>3</sup> In this document, "professional development resources" refers primarily to the Center for Teaching, Learning & Technology but includes other university-level, college-level, and department/school-level support for professional development of campus educators (e.g., University Assessment Services, Cross Chair for the Scholarship of Teaching and Learning, Research and Sponsored Programs, etc.).

**Goal 2: Illinois State University educators will increase their effectiveness in fostering academic success and personal growth among diverse students (e.g., diversity of preparation, diversity of linguistic and cultural backgrounds, and diversity of physical and cognitive capabilities).**

*(Educating Illinois, Goal 1, Strategy 4)*

Strategy 1: Educators should understand the diversity that exists among the current generation of university students as well as the increasing types of diversity expected in coming decades.

Strategy 2: Educators should understand how diversity in cultural and linguistic backgrounds affects learning and incorporate instructional practices attuned to these forms of diversity to foster greater academic success among culturally and linguistically diverse students.

Strategy 3: Educators should understand how diversity in physical and cognitive abilities affects learning and incorporate instructional practices attuned to these forms of diversity to foster greater academic success among physically and cognitively diverse students.

Strategy 4: Educators should understand how diversity in preparation for college-level work affects learning and incorporate instructional practices attuned to these forms of diversity to foster greater academic success among students with differing levels of preparation.

Strategy 5: Professional development resources should support implementation of instructional design and practices that will lead to greater academic success, personal and professional growth, and retention of diverse students.

Strategy 6: Summative evaluation processes should reflect the priority of this goal and the value of contributions to this goal.

Strategy 7: Departments/schools should periodically examine their curricula to assess the degree to which they manifest a purposeful and integrated design that will foster achievement of this goal, revise when necessary to better align with this goal, and periodically demonstrate specific and pertinent evidence of the effectiveness of the curricula in support of this goal.

Strategy 8: Outstanding accomplishments and contributions toward this goal by individuals, departments/schools and colleges should be recognized.

**Goal 3: Illinois State University educators will increase their effectiveness in preparing students to be responsive and effective citizens in a linguistically and culturally diverse and globally connected society. (Educating Illinois, Goal 1; Educating Illinois, Goal 2, Strategy 1 & Strategy 5)**

Strategy 1: Illinois State University educators should understand the increasing diversity that students will encounter in an increasingly globally interconnected society.

Strategy 2: Illinois State University educators should implement instructional design and practices across university programs that will prepare students to be responsive and effective in intercultural/international encounters in their personal and professional lives.

Strategy 3: International educators at Illinois State University should be supported as an important resource for peers seeking to expand their understanding of international cultures and issues for infusion into their instruction as well as a valuable resource for students to gain insights into international cultures through university-based encounters.

Strategy 4: Professional development resources should support implementation of instructional design and practices that will prepare students to be responsive and effective in intercultural/international encounters in their personal and professional lives.

Strategy 5: Summative evaluation processes should reflect the priority of this goal and the value of contributions to this goal.

Strategy 6: Departments/schools should periodically examine their curricula to assess the degree to which they manifest a purposeful and integrated design that will foster achievement of this goal, revise when necessary to better align with this goal, and periodically demonstrate specific and pertinent evidence of the effectiveness of the curricula in support of this goal.

Strategy 7: Outstanding accomplishments and contributions toward this goal by individuals, departments/schools, and colleges should be recognized.

**Goal 4: Illinois State University educators will increase their effectiveness in developing and strengthening students' technological fluency<sup>4</sup> and information fluency<sup>5</sup> to support their success in a technology-infused society. (*Educating Illinois, Goal 1, Strategy 5*)**

Strategy 1: Educators should understand the increasing range of technologies that students will encounter in an increasingly technology-infused society.

Strategy 2: Educators should implement instructional design and practices in online, blended, and conventional courses that result in high levels of technology and information fluency.

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<sup>4</sup> "Technological fluency" is defined as operational skills coupled with the ability to critically evaluate technologies capacities for positive and negative outcomes and then to make informed judgments about if, when and how to use older and newer technologies effectively and constructively in personal and professional lives.

<sup>5</sup> "Information fluency" is defined as the ability to recognize the need for information, formulate a plan to obtain the information including identification of appropriate technologies to be used; discover, identify, and retrieve information from multiple venues and in multiple formats; evaluate and select relevant and credible information; synthesize obtained information or create new information using various technologies; and present or publish the information product using appropriate platforms to an audience.

Strategy 3: Professional development resources should support implementation of instructional design and practices that will foster high levels of technology fluency and information fluency.

Strategy 4: Summative evaluation processes should reflect the priority of this goal and the value of contributions to this goal.

Strategy 5: Departments/schools should periodically examine their curricula to assess the degree to which they manifest a purposeful and integrated design that will foster achievement of this goal, revise when necessary to better align with this goal, and periodically demonstrate specific and pertinent evidence of the effectiveness of the curricula in support of this goal.

Strategy 6: Outstanding accomplishments and contributions toward this goal by individuals, departments/schools, and colleges should be recognized.

**Goal 5: Illinois State University educators will increase their effectiveness in preparing students to be civically educated individuals who use their knowledge and skills to participate in social change and build a sustainable society.** (*Educating Illinois, Goal 1; Strategy 6*)

Strategy 1: Educators should understand the goals and principles of the Illinois State University's American Democracy Project in terms of curricular and co-curricular outcomes.

Strategy 2: Educators should implement instructional design and practices that will foster student engagement in civic and community projects and activities across colleges, majors, and curricula.

Strategy 3: Educators should implement instructional design and practices that will foster student engagement in institutional and personal activities intended to contribute to climate neutrality and sustainability.

Strategy 4: Professional development resources should support implementation of instructional design and practices across university programs that will foster development of civically engaged students in their personal and professional lives.

Strategy 5: A Civic Teacher-Scholar program should be established to recognize and reward educators who successfully pursue prescribed professional development activities and achieve specific criteria in their teaching in direct support of the goal.

Strategy 6: Illinois State University should allocate resources, encourage activities, and document accomplishments that will earn Illinois State University a Community Engagement Elective Classification through the Carnegie Foundation for the Advancement of Teaching in 2015.

Strategy 7: Summative evaluation processes should reflect the priority of this goal and the value of contributions to this goal.

Strategy 8: Departments/schools should periodically examine their curricula to assess the degree to which they manifest a purposeful and integrated design that will foster achievement of this goal, revise when necessary to better align with this goal, and periodically demonstrate specific and pertinent evidence of the effectiveness of the curricula in support of this goal.

Strategy 9: Outstanding accomplishments and contributions toward this goal by individuals, departments/schools and colleges should be recognized.

**Goal 6: Illinois State University educators will increase engagement in scholarship on teaching and learning to enhance their personal instructional effectiveness as well as to contribute to the university's community of teachers. (*Educating Illinois, Goal 1; Educating Illinois, Goal 2, Strategy 6*)**

Strategy 1: Educators should understand the value of scholarly approaches to guiding refinements of their teaching as well as for generating evidence of their instructional effectiveness.

Strategy 2: Educators should engage in a sustained practice of informal and formal scholarship on teaching and learning.

Strategy 3: Professional development resources should support implementation of informal and formal scholarship on teaching and learning.

Strategy 4: Summative evaluation processes should reflect the priority of this goal and the value of contributions to this goal.

Strategy 5: Outstanding accomplishments and contributions toward this goal by individuals, departments/schools and colleges should be recognized.

**Goal 7: Illinois State University's teaching support resources will generate and support data collection, consistent with principles and practices of high-quality scholarship to track progress and identify adjustments to increase progress relative to Goals 1-6 and to inform future revisions of this plan. (*Educating Illinois, Goal 1; Educating Illinois, Goal 2, Strategy 6*)**

Strategy 1: Establish a Teacher-Scholar Project where high-performing educators from the university's colleges will work collaboratively as Faculty In Residence at CTLT to address prioritized goals and strategies of this Strategic Plan for Teaching as determined by the University Teaching Committee in consultation with university stakeholders.

1a. As a professional development opportunity to reward past accomplishments and motivate future achievement, selected educators would receive a calendar

year appointment (with a one-course per semester release) as a CTLT Faculty In Residence.

- 1b. Knowledge and insights generated by each annual cohort would be shared with the campus community in multiple ways: White papers, CTLT workshops, Teaching and Learning Symposium presentations, online resources, etc., including recommendations for changes or new activities that would further progress on the Strategic Plan for Teaching.

Strategy 2: CTLT should initiate a series of research projects that provide evidence regarding current instructional practices across university programs pertinent to Goals 1-6 and track progress over time. Results should be shared with the university community in multiple ways: White papers, CTLT workshops, Teaching and Learning Symposium presentations, online resources, etc.

## **Discussion**

In its current draft, this plan's goals and strategies have a number of important implications, including:

1. Revisions are envisioned for the university's policies regarding summative evaluation of teaching productivity to better reflect the values and specifics of this plan. This assumes close coordination and collaboration with the Academic Senate, the current body responsible for these policies, as well as DFSC/SFSC/CFSC members.
2. Recommendations for data collection both at the department/school level and at the university level regarding teaching practices, improvement, and accomplishments addressing these goals would generate formative feedback as well as provide evidence of unit-level progress useful for program reviews, accreditation documentation, recruitment, fund-raising, and university goals to meet expectations of accountability.
3. A number of forms of recognition and reward exist presently, although new forms might be needed as well as revamping of existing forms to align with the goals of the Strategic Plan for Teaching.
4. As a comprehensive five-year plan, decisions will be required regarding prioritizing specific goals and implementation of the supporting strategies over time, subject to available resources and implementation constraints, and unanticipated but pertinent developments on campus and off. Priorities will be determined by the University Teaching Committee in the first year after adoption in consultation with departmental, school, college, and Academic Affairs stakeholders.

## **Campus Consultations Timeline**

In the process of developing the final version of this plan, the committee plans to gather input through the 2011-12 academic year from numerous individuals and university constituency groups and then incorporate those contributions. In addition to several open forums and opportunities for online comments, the University Teaching Committee will also seek input from a broad number of university entities, including but not limited to:

Academic Advisors Council

American Democracy Project at Illinois State  
University, Leadership Team

Campus Technology Policy & Planning  
Council

Carnegie Academy for the Scholarship of  
Teaching and Learning (CASTL): Illinois State  
University committee

Center for Teaching, Learning & Technology

Chairs Council

Council for Teacher Education

Deans Council

General Education Task Force

Provost's Advisory Council

Student Government Association

University Assessment Committee

University Research Committee

## Appendix A

### Illinois State University's Colleges' Strategic Plans: Instruction-Related Elements

Below are selected elements from the available college strategic plans, chosen because they address the instructional mission of each college. Unabridged plans are available from the college offices or through the links to the complete web-based versions, when available, for each of the college titles listed below.

#### [College of Applied Science and Technology Strategic Plan 2008-2013](#)

Goal 1. CAST provides premiere comprehensive undergraduate programs.

Strategy 1A: Offer each student opportunities for experiential learning, including but not limited to student research, service learning, civic engagement, honors programs, volunteering, internships, study abroad, and community outreach activities.

*Action 1Aa: Expand international faculty and student exchanges to enhance globalization of curriculum.*

Strategy 1B: Promote diverse educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.

*Action 1Ba: Establish international/global educational programs in appropriate disciplines.*

*Action 1Bb: Attract underrepresented faculty throughout the college.*

*Action 1Bc: Increase enrollment and improve retention and graduation rates of underrepresented students.*

Strategy 1F: Pursue alternate delivery of courses to meet global changes and market conditions.

*Action 1Fa: Expand availability of distance education courses to allow for more diverse demographics.*

*Action 1Fb: Create on-line degree program in disciplines with demonstrated high occupational demand.*

Strategy 1G: Continue and expand participation in general education programs through curricula offerings.

Strategy 1H: Continue to update ASPT policies to reward activities that promote premiere undergraduate education experience.

*Action 1Ha: Increase ASPT recognition for mentoring undergraduate students.*

*Action 1Hb: Promote a holistic evaluation of teaching.*

*Action 1Hc: Support opportunities for faculty to engage in "scholarship of teaching and learning" projects.*

Goal 2: CAST provides graduate education programs that have state, national, and international reputations for excellence.



Strategy 2F: Continue to update ASPT policies to reward activities that promote premiere graduate education experience.

*Action 2Fa: Increase ASPT recognition for mentoring graduate students.*

*Action 2Fb: Promote a holistic evaluation of teaching.*

Goal 4: CAST provides outreach initiatives that enhance the public and private sectors.

Strategy 4A: Recognize and reward students, faculty, and staff involved in strategic collaborations and targeted community outreach.

Strategy 4C: Encourage and recognize civic engagement.

*Action 4Ca: Support collaboration and faculty involvement with public entities to provide workshops and other experiences (e.g., Children's Discovery Museum, STEM PenPals).*

Goal 5: CAST provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus.

Strategy 5A: Promote student technology fluency, as well as relevant faculty and staff development, in the use of technology for teaching and scholarship.

Strategy 5D: Collaborate with university technology units (e.g., CTLT) to more efficiently use CAST resources.

### College of Arts and Sciences Strategic Plan 2010-2015

Goal 1.1 Develop and maintain rigorous academic curricula.

Action 1.1.1 Identify opportunities to pursue disciplinary and interdisciplinary curricular innovation in emerging areas where faculty strengths align with student and societal needs.

Action 1.1.2 Review and update planning processes to ensure the optimal delivery of majors, minors, and general education courses.

Action 1.1.3 Support departments in the development and delivery of rigorous and innovative courses and programs.

Action 1.1.4 Support growth of student involvement in and enhancement of international curricular programs, such as the student exchange and study abroad programs.

Goal 1.2 Enhance opportunities for co-curricular learning activities.

Action 1.2.1 Encourage faculty development of and participation in co-curricular activities.

Action 1.2.2 Support growth of student involvement in and enhancement of regional and national co-curricular programs.

Action 1.2.3 Support growth of student involvement in and enhancement of international co-curricular initiatives.

Action 1.2.4 Provide support for departmental and inter-departmental colloquia that encourage student participation.

Action 1.2.5 Increase support for academically-oriented student organizations.

Goal 1.5 Enhance support for faculty and staff professional development.

Action 1.5.1 Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for pre-tenure faculty.

Action 1.5.2 Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for mid-career and late-career faculty.

Action 1.5.3 Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for Chairs.

Action 1.5.4 Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for NTT faculty.

Action 1.5.5 Increase support of professional development of university staff and academic professionals in areas such as education, technology, and university governance.

Goal 4.1. Increase mission-consistent outreach and partnerships with our on-campus and community constituencies.

Action 4.1.1 Increase the number and variety of service-learning opportunities for students.

Action 4.1.2. Create a service-learning taskforce or other means of identifying service learning expertise and resources within the College to enhance visibility of service-learning opportunities.

Action 4.1.3 Create a discussion forum on service-learning to include both campus and community stakeholders.

Action 4.1.4 Develop partnerships with CTLT as necessary to connect faculty interested in service-learning with the resources they need.

Action 4.1.5 Develop web-based resources for faculty interested in developing service learning and other outreach opportunities, such as community-based research.

Action 4.1.6 Develop a mentorship program to assist faculty interested in outreach.

### [College of Business Strategic Plan \(draft\)](#)

Goal 1. To develop professionals who can provide leadership to business and society

Critical Success Factor 3. An integrated and a responsive curriculum that provides current professional skills.

Outcome A: An Assessment/Assurance of Learning Process that continually addresses curricular needs and weaknesses.

Outcome B: An enhanced International Business Program.

Outcome D: Integrate life-long learning skills into COB curriculum and programs.

Goal 2. To be a demographically and intellectually diverse community promoting excellence.

Critical Success Factor 2: A student body consisting of diverse, motivated individuals with high standards and high expectations.

Outcome A: Recruit a diverse group of high-quality students

Critical Success Factor 3: An individualized educational experience.

Critical Success Factor 4: State-of-the-art facilities and technology for students, faculty and staff.

Outcome A: Enhanced use of classroom technology.

Goal 3: To enhance positive recognition of the College of Business

Critical Success Factor 1: A faculty with nationally recognized expertise.

Outcome C: Fund and encourage faculty professional development opportunities.

### College of Education Strategic Plan 2007-2012

Goal 1: Regenerate the professions of teaching, administration, and scholarship

- Rejuvenate teacher inquiry to educate diverse learners in an information and communication technology society.
- Prepare and provide school and higher education leadership to integrate standards that meet 21st century learner needs.
- Create mechanisms to respond to increasing globalization influences on professional preparation, research, scholarship, and leadership.
- Create support for faculty seeking to regenerate their own knowledge base and skills in order to educate diverse learners for the 21st century.

Goal 2: Challenge and create solutions to educational inequity

- Prepare educational professionals to teach and lead in challenging school settings.
- Inform and advocate for research-based policy solutions to educational inequity and school challenges.
- Create evidence-based systemic solutions to school challenges in a 21st century information technology society.

Goal 3: Engage in unique, creative and productive partnerships

- Create new partnerships whose purpose is to educate diverse learners in an information and communication technology society.

Goal 4: Support cutting edge research and scholarly endeavors

- Create and support university and school research teams who pursue solutions to educating diverse 21st century learners.
- Develop and support research on field-based education for preparation of 21st century educational professionals and leaders.

- Implement effective, competitive models of graduate education based on research and contemporary practice.

Goal 5: Increase diversity at all levels of the organization

- Create a learning organization reflective of the diversity of the 21st century society
- Use systematic methods for recruitment, selection and retention of diverse faculty, staff, and students.
- Develop and support faculty and student global initiatives.

Goal 6: Develop a dynamic, comprehensive technological environment

- Create and implement a plan for integration of 21st century learning, information, and communication technology into the curricula of all programs.
- Provide and support professional development among the faculty in the integration and use of 21st century learning, information, and communication technology.
- Create and implement a plan for a 21st century learning, information, and communication infrastructure.

### **Mennonite College of Nursing Strategic Map**

Goal: Optimize Academic and Health Care Excellence

- Optimize student success
- Recruit and support a diverse student body
- Integrate state-of-the-art simulation into the curriculum
- Integrate research and scholarship into teaching and practice

Goal: Foster Faculty And Staff Excellence

- Successfully recruit diverse and highly qualified faculty and staff
- Retain qualified, competent and engaged faculty and staff
- Foster a culture of personal/professional growth
- Provide faculty/staff support to foster excellence

### **Illinois State University Libraries 2011-2015 Strategic Plan**

Strategic Goal 1: Create the next generation academic library that offers state-of-the-art service, cultural, technological, and informational environment.

Strategy 1.1: Provide users with expert support to enable them to evaluate, manage, and use information to fulfill their needs.

Strategy 1.3: Develop, assess, and maintain collections that support changing student and faculty teaching, research, and learning needs.

Strategy 1.4: Institutionalize innovation by developing metrics for continuous assessment and analysis of user behavior and information needs to inform improved procedures, resources, and services as needed.

Strategy 1.6: Market library services, resources, and spaces in ways that meet users' expectations and cognitive learning styles.

Strategy 1.9: Explore new organizational structures for Libraries staff and new service models to enhance user services.

Strategic Goal 3: Collaborate with strategic partners outside the Libraries.

Strategy 3.1: Encourage interaction of Libraries' faculty and staff with all groups of users, with non-library groups at ISU, and with additional organizations to identify opportunities for new collaborations such as the new pilot project of institutional repositories led by Northern Illinois University.

Strategy 3.2: Promote integration of the Libraries with campus curricula and research through deployment/embedding of liaisons between the Libraries and campus entities.

Strategy 3.12: Cooperate with Teaching with Primary Source Program to deliver professional development programs that help teachers use the Library of Congress's rich reservoir of digitized primary source materials to design challenging, high-quality instruction.

## **Appendix B**

### **Core Resources**

Preparation of this document is informed by a set of core resources addressing higher education, including but not limited to:

#### **Exemplary Instruction**

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press.
- Fink, D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.
- Kuh, G. D. (2008). *High-impact instructional practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

#### **Instructional Assessment**

- Arreola, R. A. (2006). *Developing a comprehensive faculty evaluation system: A handbook for college faculty and administrators on designing and operating a comprehensive faculty evaluation system (3rd Ed)*. Bolton, MA: Anker.
- Theall, M., & Franklin, J. (Eds.) (1990). *Student ratings of instruction: Issues for improving practice. New directions for teaching and learning, 43*. San Francisco: Jossey-Bass.
- Berk, R. A. (2006). *Thirteen strategies to measure college teaching*. Sterling, CA: Stylus.

#### **Diversity**

- Burgstahler, S. E., & Cory, R. W. (Eds.) (2009). *Universal design in higher education: From principles to practice*. Cambridge, MA: Harvard University Press.
- [Center for Applied Special Technology \(CAST\)](#)

#### **Civic Engagement**

- Colby, A., Beaumont, E., Ehrlich, T., & Corngold, J. (2007). *Educating for democracy: Preparing undergraduates for responsible political engagement*. San Francisco: Jossey-Bass/Carnegie Foundation for the Advancement of Teaching.
- Jacoby, B. & Associates (Eds.) (2009). *Civic engagement in higher education: Concepts and practices*. San Francisco: Jossey-Bass.
- Smith, M. B., Nowacek, R. W., & Bernstein, J. S. (Eds.) (2010). *Citizenship across the curriculum*. Bloomington, IN: Indiana University Press.

## Technology In Instruction

- [Transforming American Education: Learning Powered By Technology: National Educational Technology Plan 2010](#), U.S. Department of Education.
- [EDUCAUSE Horizon Report 2011](#)
- [Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies](#), U.S. Department of Education, 2010.

## Scholarship of Teaching and Learning

- Perry, R. P., & Smart, J. C. (2007). *The scholarship of teaching and learning in higher education: An evidence-based perspective*. Dordrecht, The Netherlands: Springer.
- McKinney, K. (2007). *Enhancing learning through the scholarship of teaching and learning*. San Francisco: Jossey-Bass.
- Huber, M. T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons*. San Francisco: Jossey-Bass.