

TEACHING & LEARNING CENTER STRATEGIC PLAN 2006-10

Executive Summary

The Teaching & Learning Center (TLC) has developed a Strategic Plan to align with the strategic plan of University Programs as well as that of Eastern Kentucky University. In July 2006, the TLC, which had been a stand-alone program, became one of the program areas of University Programs, so this new plan is being created to reflect the recent incorporation. The TLC has developed its vision, mission, and strategic plan to assist ECU in fulfilling its vision of achieving national distinction as a leading comprehensive university focused on students and learning. The plan provides a description of the TLC, its vision and mission statements, as well as University Programs' goals, strategic directions, and key performance indicators. Like the ECU Strategic Plan, and the Strategic Plan for University Programs, the TLC Strategic Plan reaffirms a commitment to students, faculty, high-quality work, and ECU's service region.

TLC Vision Statement

The TLC will achieve leadership in the areas of diversity, quality instruction, faculty development, and scholarship to further ECU's vision of national distinction as a comprehensive university focused on students and learning.

TLC Mission Statement

The mission of the TLC is to design, support, provide, and enhance high-quality, university-wide faculty and professional development programs in teaching, scholarship/creative activities, and service.

**University Programs (UP)
Goals and Strategic Directions
Addressed in the TLC Plan**

UP Goal 1

- **To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.**

UP Strategic Direction 1.1: Enhance viability and sustainability of university program areas

UP Goal 2

- **To promote learning through high-quality programs, research and support services.**

UP Strategic Direction 2.1: Promote excellence in instruction, especially in the areas of critical and creative thinking and communication

UP Strategic Direction 2.2: Promote Service Learning and Civic Engagement

UP Strategic Direction 2.3: Enhance knowledge and support for applied learning at ECU

UP Strategic Direction 2.4: Create opportunities for a more vibrant faculty

UP Goal 3

- **To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.**

UP Strategic Direction 3.2: Enhance professional development opportunities for faculty

UP Strategic Direction 3.3: Broaden university definition/appreciation for scholarship to include applied research and service

TLC Goals and Strategic Directions

UP Goal 1

- **To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.**

UP Strategic Direction 1.1: Enhance viability and sustainability of university program areas

KPIs

- *Create baseline funding for the TLC for 2006-7 [Y/N] YES*
- *Establish a Director and Associate Director of the TLC [Y/N] YES Co-Directors*
- *Create an official TLC logo [Y/N] YES*
- *Increase funding for TLC for 2007-8 by 5% YES (actually more than 5%)*
- *Establish funding and reassignment schedule for faculty mentoring program [Y/N] YES for funding; NO for reassignment, but reassignment proposed for next budget cycle*
- *Establish budget for staff support [Y/N] NO but proposed for next budget cycle*
- *Create a new Strategic Plan to reflect affiliation with University Programs [Y/N] YES*
- *Create a Zoomerang survey for faculty about TLC's role on campus [Y/N] YES*
- *Meet with all deans to ascertain that college's need for the TLC [Y/N] YES*
- *Work with the CPE Faculty Development workgroup in planning the CPE annual conference [#] YES; we met once in person last June at a retreat, and since then we meet on a monthly basis on Elluminate.*
- *Enhance web presence on EKU Today, Update, and the TLC website [Y/N] YES*
- *Establish with Development external funding stream [Y/N] YES; we wrote and received a grant with the EKU Foundation for \$31,000, and we worked with Development and Joe Foster to develop funding for a New Faculty Development Program through an outside donor.*
- *Provide technical support for various forums, workshops, and committee work [#] Yes, for all programs.*

UP Goal 2

- **To promote learning through high-quality programs, research and support services.**

UP Strategic Direction 2.1: Promote excellence in instruction, especially in the areas of critical and creative thinking and communication

KPIs

- *Liaise with the QEP Committee to sponsor TLC forums [#] 5*
- *Work with the QEP Committee to create a professional development program that includes an assessment plan and a plan of action [Y/N] YES*
- *Create a First-Year Initiative in support of the QEP [Y/N] YES; the FYI was included in the **QEP Report to SACS.***
- *Provide the QEP Committee with a resource room [Y/N] YES, the south room off the Faculty Lounge*
- *Create a Brief Review of the Literature of Critical and Creative Thinking for the QEP Committee [Y/N] YES, which was included in the **QEP Report to SACS.***
- *Present programs for QEP workshops [#] 11*
- *Provide QEP resource link on TLC website [Y/N] YES*
- *Host QEP committees [#] 8*

UP Strategic Direction 2.2: Promote Service Learning and Civic Engagement

KPIs

- *Hold workshops/forums for service learning [#] 3*
- *Serve on the University's Service Learning Committee [Y/N] Yes*
- *Assist the Service Learning Committee in writing their grants and QEP proposals [Y/N] Yes*
- *Establish American Democracy New York Times project on campus [Y/N] Yes, and we also administered it.*

UP Strategic Direction 2.3: Enhance knowledge and support for applied learning at EKU

KPIs

- *Increase presentations by Cooperative Education to faculty through the Teaching and Learning Center [#] 2*

UP Strategic Direction 2.4: Create opportunities for a more vibrant faculty

KPIs

- *Facilitate discussion among academic departments to clarify values associated with Promotion & Tenure [Y/N] Yes*
- *Aid 5% faculty/AY in attending a national conferences on teaching Yes; we helped 13 attend the Lilly Conference on College Teaching, sent 40 to the Council on Postsecondary Education Faculty Development Conference, and hosted 61 at our own Teach the Dream Conference.*
- *Offer opportunities for faculty to share expertise/experiences through forums [Y/N] Yes; we put out a call for each semester.*
- *Supply 5% of faculty/AY with books and other resources on teaching Yes, we provided over 100 to New Faculty, gave away 61 at the Teach the Dream Conference, and handed out another 42 throughout the year (Total=203).*

UP Goal 3

- **To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.**

UP Strategic Direction 3.2: Enhance professional development opportunities for faculty

KPIs

- *Create and host a program for New Faculty development [#] **Yes, for over 100 new faculty.***
- *Create and host a program for New Adjunct faculty[Y/N] **Yes; we had 36 in attendance.***
- *Host work sessions for the General Education Committee (**the GEC met monthly at Keen Johnson; in addition, we got the GEC together last summer to revise the Critical Thinking rubric to include Creativity; we also had the GEC chair, Tom Watkins, provide 3 forums**), the AFA program (**met four times in the Faculty Lounge**), Women's Studies(**met four times in the Faculty Lounge, often with the AFA program**), environmental task force (**yes; it provided one forum per semester**), various colleges (**yes; all colleges met in the Faculty Lounge except Justice and Safety**), and NOVA (**yes; they held a retreat in our South Room**) [#] **27***
- *Provide consultation services to all faculty so desirous [#] **21***
- *Host a series of chats with upper-level administration such as the President and Provost (two/semester) [#] **4***
- *Create a program to utilize Foundation Professors as mentors of new faculty, facilitators of presentations, consultants, faculty associates, and think-tankers [Y/N] **Yes; we started by organizing the Foundation Professors into the Society of Foundation Professors, held monthly meetings, had them provide two forums this year, wrote a set of approved bylaws, created a logo and a banner, marched in the spring graduation ceremony, and held the first SFP Induction Dinner.***
- *Create informal coffee klatches to acquaint faculty with the TLC and its potential to aid them [Y/N] **Yes, at various times throughout the semester we had faculty, adjunct faculty, chairs, departments, and even deans meeting in the faculty lounge, with and without us.***
- *Increase by 5% number of professional development opportunities through the Teaching and Learning Center by sponsoring ten presentations per semester **Yes; in fact, we served 1212 faculty with 54 forums.***

UP Strategic Direction 3.3: Broaden university definition/appreciation for scholarship to include applied research and service

KPIs

- *Promote discussion and programs that enhance scholarship with five presentations/AY [Y/N] **Yes; we presented one forum on the Scholarship of***

Teaching and Learning, we helped create the University Scholarship Community, and we presented a program on SOTL to them also.

- *Create faculty learning groups in scholarship [Y/N] Yes; we created a Creating Significant Learning Experiences Faculty Learning Community that went on to put on the Teach the Dream Conference; in addition, we co-sponsored two communities with the Instructional Development Center.*
- *Mentor faculty in performing research and writing presentations/papers for submission [Y/N] Yes; we mentored five faculty, and as of this moment two of the mentored works have either been published/accepted for publication.*

TLC
Summary of Environmental Scan

July 2006

Members of the TLC met in July 2006 to conduct a collaborative analysis of the strengths, challenges, opportunities, and threats that may affect the various program areas, collectively or individually, in the coming years. The results of this collaborative analysis were used in the development of the 2006-2010 Strategic Plan for University Programs. The following is a summary of the items discussed

Strengths of The TLC

The TLC fosters multi-disciplinary faculty, programs, and curriculum.

Opportunities exist within The TLC for the natural infusion of diversity themes relative to the entire ECU community.

The TLC possesses very resourceful leadership within the ECU community, creating potential for growth of resources to support individual program areas.

The TLC has helped develop and promote critical thinking programs across the university.

Areas of Concern

The TLC needs to be given a budget as well as other resources (e.g., full-time director, dedicated staff)

Faculty who work for the TLC need to have University-reassigned hours, a method of insuring TLC work counts toward tenure and promotion, and a way of measuring merit (if the assigned faculty has a home department).

Lines of communication need to be established in order to facilitate publicity for TLC events.

The University needs to establish an organizational structure that clarifies the position of the TLC viz a viz faculty development and its responsibility across campus.

Internal Trends

Increased programmatic accountability and assessment is leading to increased competition for necessary funding for academic and service units.

More emphasis exists among University leadership (Office of the Provost) for members of the University community to align closely with EKU's Strategic Plan and with CPE goals.

The decision to place scholarship before service has caused faculty members to reconsider where to focus their efforts. Although this is not necessarily a negative, there is some confusion among faculty as to what the University considers most important and how the promotion and tenure process is affected.

Increased responsibilities exist in relation to both QEP and General Education.

Difficulty exists in addressing space needs for program growth.

External Trends

Increased emphasis on accountability in higher education, including requirements by CPE, will continue to grow.

More fiscal resources are being tied to accountability.