I. ***Teaching and Learning Goal:*** *Foster intellectually challenging teaching practices that actively engage students' critical and creative faculties while emphasizing the university's commitment to the liberal arts.*

Strategy A: Enhance Support for Strengthening Teaching.

1. Develop new teaching strategies that enhance creativity, critical thinking, and intellectual curiosity, including but not limited to:
   a. Project-based courses across the curriculum.
   b. Course and assignment design that encourages collaboration among students.
   c. Creativity, innovation, and inquiry-based learning approaches that foster deep student engagement within and across disciplines.
   d. Formal and informal collaborative learning opportunities for faculty and students.
   e. Enhanced faculty collaborations across disciplines and programs.
   f. Foster and support team-teaching opportunities for faculty.
2. Recognize and support scholarship aimed at developing pedagogies and teaching materials.
3. Foster an environment that allows us to effectively respond to changing modes of instruction and pedagogy.
   a. Identify and explore appropriate "new media" for campus environment.
   b. Provide incentives for faculty and students who incorporate technology into the classroom and avenues for them to share their learning experiences with others on campus.
   c. Offer faculty-development workshops that give faculty a chance to experiment with using new media to transform part of existing courses.
   d. Provide a faculty development program that models cross-disciplinary teaching strategies and projects.
   e. Provide internal grant opportunities to fund cross-disciplinary course development and research projects.
   f. Provide incentives and time to allow faculty to investigate new methods and technologies of teaching.
   g. Collaborate with other liberal arts colleges and national organizations to identify best practices and emerging pedagogies.
   h. Foster and provide incentives for faculty to develop course enhancements through technology where appropriate or to deepen their knowledge of existing online learning environments such as Moodle.
4. Make substantial use of assessment to improve student learning within each academic credit and General education category and flag by 2020.

5. Enhance programs such as teaching circles and information-literacy activities to encourage collaborative faculty work. Expand support for professional travel focused on teaching and pedagogy goals, especially to venues where best practices are shared and innovative practices discussed.

Strategy B: Strengthen Student-Learning Opportunities. Foster innovative and intellectually challenging teaching practices that actively engage students' critical and creative faculties and that address their diverse needs, backgrounds, and ambitions. Strengthen and integrate academic advising, tutoring, and other academic support structures to enhance student learning inside and outside of the classroom.

1. Create a structure for regular review and revision of the General Education Program.
2. Strengthen and Integrate High-Impact Educational Practices.
   a. <u>Study Abroad</u>
      i. Expand international exchange programs with an emphasis on providing internships as part of the study-abroad experience.
      ii. Explore alternate models for creating and offering short-term travel courses to eliminate the development of numerous courses that are cancelled due to low enrollments.
   b. <u>Internships</u> – Develop variable-credit internships so students may undertake a variety of internship experiences or a series of progressively more sophisticated internships within a single discipline.
   c. <u>Service Learning</u> – Build upon the success of the Action Research Center and the establishment of the Center for Engaged Citizenship to expand academically rooted service-learning initiatives.
   d. <u>Work Study</u> – Revise the work-study program to provide as many educationally meaningful work experiences as possible and to redeploy assignments in response to current institutional needs.
   e. <u>Independent Research</u> – Provide at least one independent scholarly or artistic experience for each student. When appropriate, one of these will be part of a capstone experience within the major program.
3. Consider adding speaking skills to the curriculum as a complement to our work in writing.
4. Enhance learning opportunities through a more robust peer-tutoring program, which will provide meaningful work-study and enhance student retention.
   a. Develop university guidelines for peer tutoring to help students more easily access the help they need.
   b. Expand support for the writing center and discipline-specific tutoring.
   c. Continue to develop information-literacy tutoring and integration across the curriculum.
   d. Explore offering a tutoring course for credit.
   e. Support tutor training for diverse learners.

5. Recognize that advising provides students with guidance to navigate the curriculum successfully, and helps them to complete their program of study through the selection of personally meaningful courses and a thoughtful complement of co-curricular and work experiences.
    a. Examine the link between Gateway and first-year advising.
    b. Create and implement a meaningful review of the advising system.
    c. Integrate best practices for advising, which may includes emphasis on a mentoring model and a more even distribution of advisees among the faculty.
    d. Place greater emphasis on finding and developing strong and dedicated advisors for our students.
    e. Create incentives to encourage and reward strong advisors.
    f. Develop and implement a regular evaluation process of advisors.
    g. Identify support for diverse learners including those with Americans with Disabilities Act (ADA) accommodations.

Strategy C: Supporting Scholarly and Artistic Achievement. Recognize the interdependence of teaching and research and the multiplicity of relationships between them, strengthen and expand the existing support structures for scholarship and artistic production, develop new initiatives to promote a rigorous scholarly and creative environment, and foster productive cooperation between teaching and research in and outside of the classroom.

1. Strive to maintain the real monetary value of the faculty development programs (travel and grants) by adjusting their dollar values to the increased cost of living.
2. Increase the support of the Post-Tenure Review program so more senior faculty can benefit.
3. Expand research and artistic exchange and residency opportunities for faculty.
4. Expand opportunities for student-faculty collaborations.
5. Expand opportunities for faculty collaboration.
6. Provide funding for student participation in scholarly conferences.

Strategy D: Expand and Improve the Writing Program, Information Literacy, and Data Literacy. Continue to improve the University Writing Program, with particular attention to the integration of information literacy and a reform of the Gateway Colloquia.

1. Evaluate and reform the Gateway Colloquia.
    a. Identify shared outcomes for Gateway.
    b. Establish consistent oversight and review.
    c. Examine moving the Gateways into departments and programs.
    d. Consider offering all Gateways for first-year students in the Fall semester.

2. Enhance the profile and identity of IWU's writing program nationally by pursuing the Certificate of Excellence for the Writing Program from the College Composition and Communication Conference.
3. Continue to integrate information literacy into writing-in-the-disciplines outcomes for each department and program.
4. Strengthen the writing-intensive requirement within each major.
5. Enhance curricular offerings that develop data and information literacies.
6. Develop writing and information-literacy bridge programs for at-risk students.

Strategy E: Establish Student Development Programs to Prepare Students for Post-Baccalaureate Fellowships.

1. Create initiatives to identify students early in their university careers who may be good candidates for post-baccalaureate fellowships or service programs. Develop an advisory system to help these students to position themselves to be competitive for these programs.
2. Investigate the possibility of a Peace Corps Prep program.

Strategy F: Strategic Planning for the Curriculum. Establish a process to review curricular offerings, staffing, and support resources to make data-driven decisions through shared governance that best advance the mission and vision of the university.

1. Strengthen systematic reviews of staffing needs and teaching loads.
2. Perform regular curricular and programmatic scans of peer and cross-applicant institutions.
3. Identify gaps and redundancies in our current curriculum.
4. Establish a regular process of budget review and rebalancing within the academic unit.