

Goal II: Provide transformative learning experiences

December 8 and 12, 2017 Sessions

Two sessions were held with faculty, staff, and students to brainstorm and discuss Goal II. The session started with an overview of the Strategic Planning process that is taking place during the 2017-2018 academic year. After the overview, Kevin Pitts, Vice Provost for Undergraduate Education, provided a presentation that highlighted the campus education accomplishments over the last several years before groups began their discussion and brainstorming.

Groups were asked to answer this question: **“What ideas can help the University build on its strengths - to provide transformative learning experiences?”** (Ideas could be **brand new ideas**, **revision** of something that is already occurring on campus, a **renewed focus** on what is already being done on campus, an **expansion** of something that is currently being done.)

First, participants responded individually on small sticky notes and then worked in a together with table mates to group the ideas into the previous strategic plan goal categories. Then, groups were asked to identify their top three ideas. Directly below are the top ideas from the various groups, and below these ideas are the full list of ideas that emerged from the brainstorming.

Ideas that the groups favored

- Use technology to create a better student experience
- Physical Campus Space Re-envisioning
- New materials, resources
- Develop more flexible / customized degree plans and experiences
- Transform the classroom experiences for students (support mixed format classrooms via facilities and training)
- Learning spaces, flexible
- Experiential, Applied, Collaborative Learning
- Support experiential learning and prioritizing leadership and career preparation
- Integrated learning
- Integration of knowledge and practice through experiential learning and application of knowledge to real world problems
- Investing in and valuing teaching excellence
- Prioritize and value teaching excellence
- Training faculty to train lifelong learners
- Support and Augment Teaching Excellence in all Modalities
- Strengthening our community through mentoring at and across all levels (e.g. K-12, undergrad, grad, faculty, staff, administrators)
- Increase interpersonal interaction opportunities and competence
- Increase student-student interaction and student-faculty interaction
- Embrace and enhance diversity: How do we use diversity for strategic change?
- Incorporate diversity, inclusion and accessibility plans / statement in documents required for employment, tenure, and promotion; and evaluate employees on extent to which it transforms student learning experience

- Hybridity cross disciplinary interactions
- Building new learning communities to address multidisciplinary campus themes (e.g. VFE)
- Center for public engagement
- Increase opportunities to learn from the international in our midst and to send Illinois students abroad to create a new generation of humble students of the world
- Re-envision and Reshape Illinois Student Experiences

Comprehensive list of ideas from the group

a) Re-envision and reshape the Illinois student experience

- Common core/Gen Ed could be made interdisciplinary, more strategic, fewer requirements but more impactful
- Change Gen E structure: smaller menu of options, more interdisciplinary, campus specific
- Central campus clearinghouse for partners to propose projects and match with students and faculty partners
- More opportunities for service learning – particularly, is there a way, as more instruction is done online, to have service learning in those settings?
- Consider how experiential and service learning can foster student mental well-being and sense of purpose. Try to capture and measure that aspect of these experiences.
- Team work
- More classrooms with flexible furniture (and online sites) for multi-use (Group work and presentations)
- Experiment with different modes, hybrid and online, pedagogy – don't define "contact hours" as "seat time"
- Increase resources for interactions between different disciplines to help incorporate new ways to engage students
- Increase iflex classrooms of varying sizes to include large enrollment classes
- Inter-professional seminars, courses, other interactions among the Health Sciences: AHS departments, med school, etc.
- Emphasis on IUs / enrollment based campus not conducive to focusing on student learning and engagement
- Schoolwork / homework that matters (no busy work)
- Peer mentorship
- Peer review (community)
- Create literacy in data science applications; "informed consumers"
- Encourage and foster the opportunities for peer to peer instruction
- Support / encourage students to be creative in their work – even when that work is science
- Another strength: Our students desire to make a difference (and their superior store of energy) – community outreach programs integrated into the learning experience. Requires coordination with community leaders, public schools
- From info (students) to analysis (learning) and info not on Google – expanding bubble
- Recognize work related to discipline or vocation that takes place outside of the university
- Continue to provide and develop opportunities for undergraduates to conduct research
- Applied learning with real world clients / projects – RJOs, institutes, etc
- Undergraduate research experiences (e.g. apprenticing, experiential learning)

- Grow CITL to provide more support for online education
- Move away from large lectures and towards more personal, smaller classes
- Pipeline building for student experience
- Improved communication between faculty, employer and student services to support supplemental skill development
- Integrate outreach into learning rather than making it extracurricular – sense of purpose
- Research opportunities – ways to create more access for undergrads?
- Use data mechanisms to identify students earlier that are at risk of probation and drop (why at risk? Individualized interventions?)
- Working to train doctoral students to become intellectually, nimbly, while being disciplinarily focused
- Create cohorts for diversity – Make them part of the class
- Leadership training within curricula
- Entrepreneurship articulated in curricula
- Leverage of UI education resources to help local, county and state educational institutions excel at their missions
- More mental health services or education
- What are the future employers looking for? Internships early on? – Exchanges
- Alumni mentorship
- Actively support experiential learning alternative models – co-op
- Develop ways to offer customized degrees and flexible plans to include multidisciplinary experiences
- More flexible formats – course offerings – hybrid (online and dze sess) for junior and seniors – labs and internships for freshmen – broad exposure for freshmen and sophmores
- Develop guidelines for producing “customized” degrees for students whose interests are unique (across disciplines, include online)
- More flexible degrees – allow students to take advantage of strengths around campus (more personalized learning)
- A repository of service learning or project learning ideas taking place on campus
- Expand on Living / Learning Communities in the residence halls to capture additional themes
- Improving learning effectiveness and measures of effectiveness
- Integrating learning experiences across colleges – using expertise of the many different schools
- Incentivize cross-curricular teaching to achieve goals in integrating global perspectives and exposure to faculty diversity
- Develop a logic / critical thinking / data science ‘minor’ for whole university
- Freshman orientation in content areas
- Disability awareness training for all faculty / staff
- Design thinking expansion
- Provide opportunities for self-directed learning experiences beyond core curriculum requirements
- Transition courses to adaptable medium formats for course materials + accessible
- Reduce the student / faculty teaching ratio to provide more effective teaching and make sure students don’t get lost – no student left behind
- Improve online course experience
- Just because you can use technology doesn’t mean you should (careful with online classes)
- IFlex classrooms (Tech hub) virtual reality

- Learning centers (Like Maker Lab) for exploration and teaching – rather than traditional classroom space
- Smaller class sizes
- More lecture rooms with transformable spaces (desks/chairs/etc.)
- Adopt a sensory model – active learning through the senses – consider the senses human technology that might be harnessed like or as an extension of virtual technology (or vice versa)
- Creativity – performance – making practice and hands on experiences as learning tools
- Expand notion of critical thinking to critical listening, viewing, doing – (Do it rather than consume it passively)
- Experiential learning
- Redesign education delivery – instructor no longer holds the info
- No classrooms – use educational forums
- Beneficial to have more discussion educational formats – teach how to learn
- Hands-on is best
- Help students learn to filter the data in their lives
- Promote intercollegiate student interactions – Eng students need to be exposed to the culture in ACES, etc.
- Identify ways for students to engage with one of our core strengths – our interdisciplinary focus
- Continue to develop interdisciplinary and transdisciplinary instructional and organizational model
- Emphasizing extracurricular development – courses are important but real development comes from real world problem solving
- Help students overcome fears of unstructured problems – It can be scary to try and solve an open ended question when high schools rarely touch this
- We have excellent online courses and programs but they may not be well enough integrated in for classrooms – How can we use online more effectively so that in class time can be more productive / engaging
- Smaller class size
- Peer education stud – stud engagement
- Additional support for online course development and re-development of classes
- Keep degree paths flexible
- Students know where they want to go, need more info on how to get there
- Explore ways to make classrooms more welcoming to women and minorities
- Blended learning is admin interested in it
- Define core expectations for an Illinois degree at Bachelor’s, Master’s and Doctoral levels. What does it mean to have an Illinois degree? Both online and on campus degree programs
- What are transformative learning experiences in an online space – Identify how to include these in this setting – Stud experience in online courses
- Provide technological tools for students to manage their academic experience – integrated portal for course management, stud records, library, advising, etc.
- Greater support and opportunities for flipped class instruction
- We tend to use technology as an afterthought in classroom teaching – Can tech be more of a teaching vehicle in the classroom
- Design thinking as a core requirement for the UIUC experience – what else

b) Embrace and enhance the diversity, as defined by the diversity values statement, of our campus

- Inclusivity is not for students only—how do we as staff/faculty of this university actually practice/learn it?
- Including and welcoming adult students into undergraduate degree programs
- Cultural sensitivity
- Recruiting / retaining / supporting diverse student body and faculty
- Increase diversity of faculty – role models for students
- We have living, learning communities tied to issues / disciplines (e.g. Sustainability, Innovation, etc.) Consider one focused on diversity – learning about new groups / cultures and creating shared community on campus.
- Faculty development related to diversity / changing profile of students
- More emphasis on cultural impact – expand upon outreach, stress the importance of diversity of people and ideas
- Learning teams that purposely bring together different points of view (pre-class survey) to bring students “out of the bubble” – Bipartisanship
- Consider how students learn from their unique standpoint and work towards culturally responsiveness (with changing demographics)
- Increase student diversity and success / climate via: Mentoring and advising, pre-college integrations and programs, affordability and fellowships, diversify faculty and staff
- Engage with diversity-oriented student organizations on campus that can help with recruiting and retention efforts
- Add data / goals for % underrepresented faculty in the same way it is tracked for other populations in this 2013-2016 metrics
- Require applicants for all faculty positions and for key staff and AP’s to write a statement in their application of how they will promote diversity and inclusion, if hired.
- Require faculty to submit a statement documenting their activities that promote diversity, inclusion, and public outreach / service as a part of their tenure and promotion dossiers. Evaluate it on the same level as research and teaching
- Encourage interdisciplinary learning and experiences (degree, programs, gen eds, internships, etc)
- Inter-departmental collaboration / student projects (e.g. Design Center)
- Student engagement for feedback
- Promoting student engagement (caring more)
- Polling – asking students to think about a question and address as a group
- Prioritize faculty – student engagement and mentorship
- Quizzes should be fun
- Lecture / hybrids – they hybrid lecture
- Good (relatively) URM faculty #'s – but not as good at getting URM faculty promoted. URM fact white/Asian allies can offer a lifeline to our students who languish in college at time and in DGS
- Cross disciplinary mentors for students of color (e.g. iMentor)
- Change perspectives (empathy)
- What is our PRE 150 – education longitudinal ranking
- Nurture an environment for transformation – grappling with the consonance – neural plasticity
- Breaking down and challenging the canon
- Build a critical mass of underrepresented students, faculty and staff

- c) Enhance accessibility to undergraduate programs and increase diversity within these programs
- Integrate college-level career services based on interests and skills
 - Expand I-Promise to more students
 - Increase financial aid to more higher need students
 - Online—really put resources, research and experts on how to do online courses well in a way that’s engaging; see if students demonstrate same or higher level learning
 - Integration of social responsibility into curriculum
 - Expand investment in digital learning to increase access to non-traditional students
 - Strengths – Advising – What do you want? – What do you need?
 - More assistance for freshmen who are underprepared / at risk, such as special sections through AAP
 - Involving students in learning that has visible impact in the local (CU) community – think globally / act locally
 - Outreach to high schoolers in social / behavioral science
 - Expand educational offerings for ‘underserved’ communities (Illinois + global)
 - Establish a non-academic college based “tutor” system (e.g. Oxbridge Universities)
 - Implement “proven” strategies for diversity improvement
 - Study and develop transportable course and curricular materials
 - Study and implement personalized educational methods
 - Disability resources, many began here, but we have not maintained leadership in this regard – wheelchair athletics, world class – Hardworking DRES and ODEA reasonable accommodations advocates
 - Excellent teaching resources and support through CITES and CITL, but not available in all classrooms. IT Accessibility is also an issue – IT accessibility training / education / on boarding
 - #'s of Latino students, support for Daca and undocumented students, strength of La casa and LLSP
 - Keep door open with scholarships
 - Ensure study abroad experiences for 1st gen; low income and URM and Daca / undocumented students
 - Promote socioeconomic diversity as much as possible
- d) Support and augment teaching excellence in all modalities
- Leverage our relationship with Carle Hospital to provide more career training opportunities to undergraduates (e.g. We do a good job of this with graduate audiology students, but it would be great to offer real world experiences to undergraduates - give students opportunity to know if this career may fit their personality)
 - Utilize our network of alumni to provide learning experiences to current students (e.g. guest lectures, invitations to meet with students on campus, skype sessions, etc. Continuing education)
 - Re-envision education to match idea of many jobs
 - Develop micro-credentialing for continuing professional development – career enhancement or career changing
 - Increase mandatory training of faculty in new teaching modality of active learning and evidence based learning
 - Emergent learning outcomes
 - Increased emphasis on basic learning (ability to learn) skills – Extend the first 2 years to 3 or 4 years

- Provide learning experiences for faculty that support pedagogical and instructional skills. Evidence-based approaches
- Encouraging positive peer interactions in online spaces and forums (not just office hours)
- Really think about how to use adaptive technologies for learning (esp. for instructors)
- Analyze and communicate best practices for online courses and make these resources available for all instructors / colleges
- Project-based classes that build up from small to large, from short to long attention span – foster difficult problem solving.
- Breaking learning into small chunks, but include long-term, big picture projects to engage both short and long attention spans
- More cross-discipline projects / studies
- Rethink the idea of silo-ed majors – think around topics
- Are grand challenge courses more transformative than gen eds (less gen ed replaced with a few grand challenge courses)
- Vertical integration of “lecture” (passive) and “lab” (active) and “discussion” (synthesize) activities, guided by one instructor – Socratic
- Learning outcome success is critical – curricula wrapping essential
- Faculty hiring and support: mentoring, funding (release for pedagogy and development), etc for both TT and NTT faculty
- Integrating DIA into student experiences / media, marketing, data analytics, for example
- Support for transforming courses to make use of smart classrooms or other ways to integrate tech
- Modernize classrooms and student space with infrastructure (e.g. technology, furniture) that enhances collaboration
- Teaching formats – smaller classes, face to face – mixed formats: lecture / discussion / action – integration of practice theory / history – integrations of tech in assignments: non-traditional research / writing / etc.
- Ways to convince students that it is not true that “classes are useless because if you really wanted to learn something, you would just look it up online”
- Transforming classes to rely less on reading and more on video
- Integrate evaluation of information into classes more (More away from transmit information to evaluate information) – Even at intro level
- Enable more access (and easy access) to technology in classrooms (e.g. HDMI and VGA cables)
- Embedded experts in instructional technologies
- All online courses must pass accessibility requirements / checklist (currently no process)
- Increase service-based learning opportunities in all disciplines
- Explore modular course delivery (1 course at a time during winter / summer)
- Make collaborative teaching across and within the college possible and viable within TT faculty loads
- More teaching track faculty
- Increase financial resources for arts and humanities
- Visual / art banks – access for instructors to freely use in class
- Training teachers
- Critical perspectives and energy of African American students, high 6 year graduation rates of AA students, rich history of impact of UIUC on black lives throughout state – new cultic house

- Use of community based action research projects and critical pedagogy – provide resources to support this (adjust teaching loads, etc)
- Lecture has its place, but it is relied upon too heavily by majority of faculty – we know there are better ways to teach, why don't we promote this more / better
- Our classrooms are old fashioned, students often say that they're talking about 21C ideas in 20C classrooms
- Increase corporate and classroom interaction (e.g. RAP, Bus, School prog, etc)
- Research Apprentice Program (RAP)
- Continually upgrade teaching facilities
- Better instructional facilities
- Greater instructional support for individual college teaching academics
- We have really brilliant faculty but many of them do not know how to teach effectively – how can we pair or team teach more effectively
- Continue to support units aimed at improving instruction – revitalize – but develop process for evaluating

e) Integrate global perspectives within our learning environment and benefit from the international diversity of our students, faculty and staff

- Support for study abroad experiences in graduate education
- A strength: International population, both faculty and students. How can we draw on that force to provide students with a globally oriented education?
- Provide global discipline-specific or vocationally specific educational experiences tied to their degree programs
- Growing study abroad program by fostering more international partnerships
- Include more hands-on experience – real world scenarios / equipment
- Project-based learning / service based learning – LINC
- Normalize an international experience and incorporate our international students strategically into the culture
- Intentionally utilize our international campus members – (11,000+ international students, faculty, visiting scholars) to create learning moments around global issues
- Find ways to make education abroad experiences an integrated and expected component of UI education – ensure smooth articulation of credit (gen ed)
- More international / cross-cultural experiences – exchanges on campus with other universities' students – away from campus – bringing visiting scholars – tech-based classroom exchanges
- Include global awareness throughout the curricula
- Create more streamlined process for study abroad opportunities (and emphasis that cost should not scare away students)
- Integrate international student and domestic students orientation experiences on campus (do not separate the two – provide time for both)
- Working with study abroad students so that they do not miss the recruiting cycle
- Focus initiatives for diversity and accessibility + global perspectives on graduate programs as well as undergrad ones
- More and different options for study abroad
- Entrepreneurial classes (teams) social entrepreneurship
- Rethink “career services” and focus on personal academic, professional growth

- Reduce length of semester during AY by one week to create more / longer opportunity for study abroad and other unique learning experiences between sessions or summer – this might also save on utilities and costs
- Study abroad – increase options and types of experiences available to students
- Academic learning and application (real world experiences)
- Immersion experience / integration of students into the community as a learning experience (visiting and interacting with older adults, etc.) Similar to internship, but as a class
- Preparing for a global world
- Additional study abroad opportunities
- Greater support to unites for facilitating national and international group study abroad experiences
- Greater financial support to students wanting to complete a study abroad experience
- More relationships with international universities to seed international study abroad / exchange
- International exchanges for staff and students that’s more short-term

Other

- Programs that link curriculum (the and model) with better integrative content
- Tutoring/ learning support for underprepared students
- Providing academic support to ensure student success
- Create a student support center
- Rethink student service
- Continual support for academic advising recognizing significant role for retention and graduation
- Mobile friendly academic advising
- Well-being initiative
- Integration of data analysis and management training across majors
- Integration of information / media literacy across majors
- Integration of design thinking across majors
- Push back at engineering hegemony and think about this – not everything is tangible – Reposition Humanities, Arts, Social Science, Science more
- Recognition of new fluencies / new literacies
- Playful Pedagogy (Support at curriculum committee level for new ideas)
- Decrease redundancy across campus so new initiatives can be started and delivered without draining resources
- Get our financial stuff together
- Increase summer experiences for students that are affordable
- How do we help those who need retraining
- One role of the university and of its educational mission is “keeper of our collective memory” in an age of ephemeral information
- Re-envisioning the required textbook (students resist, but then they rely on un-curated content)
- Define standards of competence for defining levels of mastery in different subject areas
- Design classrooms for on-lecture learning now
- Design teaching that first meets accommodation needs (e.g. DRES)
- Create a campus environment that is physically engaging and inclusive – remove streets with cars that cut through campus

- Increase our university's global reach with innovative education options to: workplaces, high schools, research institutions, etc.
- Increase interdisciplinary across units in colleges
- Examine ways to reduce the arbitrary duration over which students can learn material
- Multidisciplinary experiences -> group areas of knowledge for more comprehensive degrees
- Providing more resources so students can better prepare for job market / future career
- Serious deadline by Provost for books to be ordered / selected by faculty
- Procurement / Testing procedures for all software bought by campus
- Build on existing online teaching programs and campus experience to develop innovative, blended teaching / courses
- Reduce class size and increase teacher-student interactions
- Encourage round-table discussion (less lecture-type class environment)
- Library hubs – experts that simply help students to find information – separate from study spaces
- Support for research experiences for undergrads and grads – Research computing training in classroom
- Engage industries for more formalized training – beyond intern / co-ops
- Encourage everyone (who doesn't go abroad) to study abroad
- Hybrid projects and partnerships
- Increase between dept / collaborations / projects
- Increase ability of instruction to help students understand their positionality (and privilege)
- We need more cohesion in our efforts to connect classroom learning to benefit the community – give students an opportunity to benefit the community and go outside their comfort zone
- Undergrad mentoring
- Develop opportunities for mentorship between campus populations – Prospective students, undergrads, grads, post docs, academic staff, faculty
- High School mentoring
- Focus on methods and mentorship
- Continue to revise and update admin structure that underlies university instruction (and general operations)
- Better recognition (e.g. P&T) for faculty who engage in public engagement
- Out of classroom learning through community engagement
- More in class opportunities for students to participate in community engagement
- Service learning