

# Strategic Plan

Including the planning process

Final Version, Connie Jadrny, Planning Leader  
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# **I - Strategic Planning Process**

## Office of Teaching and Learning History:

The Office of Teaching and Learning (OTL) at North Dakota State University (NDSU) was formally established on July 1, 2015 from the merger of several independent offices on the campus, including Distance and Continuing Education and the Center for Science and Mathematics education. Programs under each organization became part of OTL. The organization's creation was specifically called for by the May 2015 NDSU Strategic Plan. OTL has since added the Office of Assessment to its portfolio, as well as several university programs, including the Graduate Teaching Certificate and the Peer Teaching Partnership Program. It is also the central office for the 2015-2020 National Science Foundation-funded Gateways-ND instructional development project.

Staff members from the former Office of Distance and Continuing Education became part of the new Office of Teaching and Learning, bringing with them roughly 200 collective years of experience and extensive knowledge about NDSU. In addition, several people from the NDSU campus were brought on as part- or full-time staff and/or graduate assistants. See the organizational chart in **Attachment 1**.

Two central themes that arose during the strategic planning process illustrate the impact that an Office of Teaching and Learning can have at NDSU. The first theme is the impact OTL has had in its first year. Strategic Planning Committee members indicated that in the short time since OTL was established the office has gained recognition on campus as the place to go to find support for teaching and learning. The second theme is the great potential OTL has moving forward. Again, OTL Strategic Planning Committee members and OTL staff indicated that the office has the capability to enhance the teaching and learning environment at NDSU and through our K-12 outreach efforts.

Now in its second year of existence, the NDSU Office of Teaching and Learning just completed its first strategic plan that will guide the organization through the next five years by focusing our efforts on OTL's mission and vision, thereby assisting the university in achieving its strategic goals. This document presents the plan.

The NDSU OTL strategic planning group consisted of two groups from a variety of on-campus and off-campus stakeholders and several smaller working groups. The goal was to hear from the individuals who use OTL services to determine if OTL is meeting their needs and what other activities they would like to see from OTL. Hearing OTL's strengths and weaknesses allows OTL staff to plan for addressing these concerns and to better meet the needs of OTL's audience.

The first group included individuals who represent the various programs and events with which the NDSU Office of Teaching and Learning works. Participants in this group included:

|                     |  |
|---------------------|--|
| Paul Kelter         | Professor and Director, Office of Teaching and Learning                                |
| Amy Rupiper-Taggart | Professor and Associate Director, Office of Teaching and Learning                      |
| Barb Schumacher     | K-12 Professional Development Coordinator, Office of Teaching and Learning             |
| Betsy Birmingham    | Professor and Chair, Department of English   |
| Brandy Randall      | Associate Professor; Associate Dean, College of Graduate and Interdisciplinary Studies |
| Cedar Walters       | Graduate Research Assistant, Biological Sciences                                       |
| David Flowers       | Superintendent, West Fargo Public Schools  |
| David Westerman     | Assistant Professor, Department of Communication                                       |
| Deirdre Voldseth    | Associate Professor, AES School of Natural Resource Sciences                           |
| Elliott Welker      | Graduate Assistant, Office of Teaching and Learning                                    |
| Emily Berg          | Director, Office of Institutional Research and Analysis                                |
| Enrico Sassi        | Director, Graduate Center for Writers  |
| Greg Sanders        | Professor and Associate Dean, College of Human Development and Education               |

|                    |  |
|--------------------|--|
| Jason Blosser      | Assistant Vice President, Information Technology Services                              |
| Jerry Olson        | Assistant Director, Office of Teaching and Learning                                    |
| Julia Bowsher      | Assistant Professor, Biological Sciences   |
| Kelly Sassi        | Associate Professor, Department of English; Director, Red River Valley Writing Project |
| Kevin Brooks       | Professor, Department of English   |
| Larry Peterson     | Professor and Director of Assessment; Interim Dean of Libraries                        |
| Laura Oster-Aaland | Associate Vice Provost, Enrollment Management  |
| Marion Harris      | Professor, AES School of Natural Resource Sciences                                     |
| Peggy Cossette     | Assistant to the Dean, College of Human Development and Education                      |
| Sylvio May         | Associate Professor and Chair, Department of Physics                                   |

The second group was comprised of the entire staff of NDSU OTL. This group offered the OTL staff an opportunity to prioritize the activities of OTL as well as to develop innovative ways to address the concerns raised by OTL's stakeholder group. Participants in this group included:

|                          |  |
|--------------------------|--|
| Paul Kelter              | Professor and Director   |
| Larry Peterson           | Professor and Director of Assessment; Interim Dean of Libraries          |
| Amy Rupiper-Taggart      | Professor and Associate Director of General Education                    |
| Jerry Olson              | Assistant Director, Information Systems Manager of Group Decision Center |
| Janalee Brandt           | Assistant Director of Enrollment and Records                             |
| Barb Schumacher          | K-12 Professional Development Coordinator                                |
| Connie Jadry             | Marketing and Public Relations Coordinator                               |
| Deb Demers               | Registration Coordinator   |
| Elliott Welker           | Graduate Assistant   |
| Jane VanDerMeer          | Payables and Purchasing Coordinator                                      |
| Jill Motschenbacher      | Fellow, Educational Operations and Funding                               |
| Karen Murie              | Great Plains IDEA and Expanding Your Horizons Coordinator                |
| Kathy Hoovestol          | Office Assistant and Records Coordinator                                 |
| Linda Charlton-Gunderson | Technology Coordinator of Group Decision Center                          |
| Nicole Hagness           | Program and Enrollment Specialist  |

## SWOT Analysis:

Both groups were given the opportunity to participate in a Strengths, Weaknesses, Opportunities, and Threats (SWOT) exercise meant to draw out conversation about OTL services. All comments from both SWOT analysis exercises were distilled into central themes, which led to establishing more specific goals to advance the mission of OTL and move it closer to its vision. Here is a list of the themes that came out of the SWOT analysis. The number of responses that relate to each theme is listed in parenthesis beside each theme. These themes helped inform the mission, vision, and goals that OTL will strive to achieve.

### Strengths:

- Support for quality teaching and learning (132)
- Connection among OTL entities – outreach programs, NSF-funded Gateways-ND, Teaching Assistant training, etc. (123)
- OTL staff and environment – diverse staff (37)
- Online programs (20)
- Collaboration between K-12 and higher education (12)

### Weaknesses:

- Awareness issues (78)
- Program issues –too many, lack of certain programs (66)
- Staffing and space concerns (42)
- Campus mentality issues – faculty apathy, lack of involvement, limitations on what OTL is allowed to do (37)

### Opportunities:

- Instructor – help faculty teach, provide resources (168)
- Collaboration – outreach events, other programs, and departments (115)
- K-20 – more collaboration with K-20 and other universities (69)
- Leadership – lead general education reform (47)
- Service – continuing education, video production, etc. (47)

### Threats:

- Mindset – antiquated views of teaching and change in general (96)
- Leadership – eventual change in upper administration, other departments, and state legislature (61)
- Perception – awareness concerns, similar departments, ability for people to learn/find resources online so why is OTL needed? (41)
- Staffing – aging staff, inadequate redundancy if staff leave, insufficient staffing to perform tasks (36)
- Budget – budget cuts, reduced funding by legislature (27)

## **II - Strategic Plan**

## Mission and Vision:

This strategic planning committee engaged in a mission and vision development exercise and discussion session that resulted in this mission and vision for the NDSU Office of Teaching and Learning.

### Mission:

Creating and sharing best practices to enhance teaching and learning.

### Vision:

Transformed teaching for lifelong learning.

## Goals:

Based on the SWOT Analysis results, the OTL staff formed a list of goals that support the new mission and vision of OTL. Each goal was classified as an immediate, mid-term, or long-term goal based on when the strategies to achieve the goal should begin being implemented. Several of these goals will be ongoing.

### Immediate Goals

1. Clarify and focus OTL's identity.
2. Hire critical staff and strengthen working environment.
3. Create awareness of, and generate support for, OTL.
4. Support assessment work at NDSU.

### Mid-Term Goals

1. Expand resources and support for quality teaching at NDSU.
2. Strengthen collaborations on campus, with K-20, and with other universities.
3. Support the improvement of core student coursework/general education at NDSU.

### Long-Term Goals

1. Reinvigorate the teaching mission of the university.
2. Become regional leaders for teaching and learning knowledge and model programs.
3. Establish solid, ongoing collaborations throughout the state with K-12 and other teaching and learning centers in K-20.
4. Build connections with campus and state leadership that supports teaching and learning work.
5. Expand online programs consistent with the university's mission.

## Strategies to Achieve Goals:

Four working groups were set-up to address strategies for each goal. The working groups included individuals from both groups listed above. The working groups met to sort through a long list of potential strategies and tasks. Each group identified strategies that would have a broad impact on OTL services. OTL staff will continue to meet to further develop tasks and determine metrics that illustrate the progress of each strategy, and coordinate goals with personnel. See the goals, strategies, tasks, and metrics chart in **Attachment 2**.

### Immediate Goals

**Goal:** Clarify and focus OTL's identity.

**Strategy 1** – Determine OTL's purpose.

- a. Make sure OTL is consistent with the direction of the University.

**Strategy 2** - Prioritize programs within OTL.

- a. Quantify how many activities OTL staff is capable of managing in one year.

- b. Have a committee review each current program against a list of prioritization criteria.
- c. Create a program schedule based on the number of activities OTL can manage in one year.

**Goal:** Strengthen OTL's staff structure and working environment.

The working group responsible for this goal did not prioritize the recommended strategies; however, the group did prioritize some of the tasks related to each strategy.

**Strategy 1 - Hire critical staff.**

This strategy, while critical to the growth in OTL services, has external funding factors that limit OTL's ability to accomplish this task. Therefore, the positions listed below are ranked in order of significance as well as impact on OTL services.

**Immediate hires would include:**

- a. Assessment Education Specialist - to replace the retired former director.
- b. Programmer/server maintenance/web designer/data analytics staff member to replace two positions related to web development and interaction with the larger IT community.
- c. K-20 Environment Specialist/Liaison – Someone who knows the K-20 environment and can help recruit NDSU faculty for high needs professional development classes and/or other K-20 initiatives.

**Mid-Term hires would include:**

- a. Instructional Designer - To help with curriculum support, faculty professional development activities, and content for the faculty resources section of the OTL website.
- b. Graduate Assistants - These individuals would be trained in video production and would help expand OTL's video resource library, among other educational projects.
- c. Program Coordinator - To manage our slate of programs, provide data about programs, and ensure we have enough Event Planners to coordinate all programs and events.
- d. Educational Grant Writer - To help identify available grants and write broad impact grants for K-20 regionally and statewide.

**Long-Term hires would include:**

- a. Graphic Designer – Since there are on-campus graphic design services offered, we could push this hire back a little further, until our graphic design needs far outweigh what university services can handle and OTL staff expertise can provide.

**Strategy 2 - Create an OTL advisory board**

**Strategy 3 - Encourage staff to work more efficiently.**

- a. Cross-train staff - Have staff identify efficiencies in their work and the work of the individual they are cross-trained with.

**Strategy 4 - Have more productive staff meetings.**

- a. Team Collaborations – Use staff meetings to introduce all upcoming programs and projects. Staff should describe the event and what services will be needed so all OTL staff can be aware of where their assistance may be needed. This will allow staff to better plan their workload.
- b. Develop scheduling protocols for OTL services – How long does each service take and how early would a request need to be made to be able to accommodate the request.

**Goal:** Create awareness and generate support for OTL.

**Strategy 1 -** Develop key talking points for OTL that highlights its positive contributions.

**Strategy 2 -** Create tools that make use of, and distribute, the key talking points.

- a. Develop a menu of services.
- b. Create a video defining what OTL is and does.
- c. Create processes and forms for programs and events.
- d. Create a series of Qualtrics training videos.



**Strategy 3** – Develop a communication plan.

- a. Build one website for all of OTL.
- b. Create promotional materials for OTL.
- c. Ensure the OTL brand is on every event/program offered.
- d. Make use of social media.
- e. Use campus listservs to promote services and key talking points.

**Goal:** Support assessment work at NDSU.

**Strategy 1** – Lobby for a mandate from institutional leadership that is rewards-based. NDSU leadership will play a significant role in the achievement of assessment goals, and therefore OTL will seek to work with the NDSU leadership to gain their support to mandate that departments and faculty actively participate in assessment activities.

**Strategy 2** – Provide assistance for change-ready faculty. These faculty are ones that understand and support assessment but could use some assistance and/or training.

1. Offer Experts in Assessment
  - a. Develop an assessment mentoring model.
  - b. Bring in off-campus assessment experts.
2. Offer Training
  - a. Prepare an OTL staff primer to help the staff understand how OTL supports assessment.
  - b. Training topic - Understand the tracking of student learning. (See also gen. ed. goal)
  - c. Training topic – Help in developing assessment measures and tools.
3. Offer Data
  - a. Offer data visualization tools. Begin by identifying tools needed.
4. Offer Resources
  - a. Record a video series on assessment training.
  - b. Create a database for storing assessment data including accreditation.

## Mid-Term Goals

**Goal:** Expand resources and support for quality teaching at NDSU.

**Strategy 1** – Build a website that better supports expanded resources.

- a. White papers and case studies
- b. Pedagogical videos
- c. Various teaching tools
- d. Qualtrics templates
- e. Tutorials on high impact practices.
- f. Activity repository

**Strategy 2** – Add services

- a. Evaluation and exam writing and grading services.
- b. Student focus groups for instructor feedback.
- c. Place a team of instructional designers and pedagogy-based faculty in each college with the responsibility of improving teaching and learning in their college.
- d. Analytics
- e. Big picture practices that improve retention.
- f. Collaborate with other support services departments.
- g. Provide assistance in writing broad impact statements for education grants.
- h. Support measuring teaching effectiveness.

**Strategy 3** – Lead with innovative programs

- a. Learning walks for K-20 instructors.
- b. K-20 professional development workshops/seminars on a variety of teaching topics.

**Goal:** Strengthen collaborations on-campus, with K-20, and with other universities.

**Strategy 1** – Determine how OTL is viewed by NDSU Administration. –Share the OTL strategic plan with upper administration to determine if goals and strategies fit within the purview of OTL. What are the parameters of OTL programs and services?

**Strategy 2** – Communicate more regularly with K-20 groups.

- a. Establish a K-20 advisory board to steer professional development activities.
- b. Get the NDSU School of Education more involved with K-20 offerings/advisory board.
- c. Identify high needs areas of K-20.

**Strategy 3** – Build capacity

- a. Develop resources on the OTL website for K-20 instructors.
- b. Assist in identifying and writing educational improvement grants that span K-20 region-wide and possibly state-wide.

**Strategy 4** – Offer workshops that promote additional learning opportunities for K-20 professional development.

- a. Offer learning walks
- b. Professional development classes on a variety of topics and in a variety of instruction modes.
- c. Put funds toward bringing in major regional or national speakers on high needs topics.

**Goal:** Support the improvement of core student coursework/general education at NDSU.

**Strategy 1** – Conduct assessments of general education.

**Strategy 2** – Lobby for support of change in general education from institutional leaders. NDSU leadership may play a significant role in whether or not general education goals are achieved and therefore OTL may lobby NDSU leadership for their public support of a change in the core curriculum.

**Strategy 3** – Educate campus community regarding general education.

- a. Training topic: Understand the tracking of student learning. (See also assessment goal)
- b. Hold an OTL staff primer to help OTL staff understand how OTL supports general education.
- c. Offer faculty learning communities (FLCs) on general education outcomes.

**Strategy 4** – Alter the core curriculum.

## Long-Term Goals

**Goal:** Reinvigorate the teaching mission of the university.

**Strategy 1** – Recognize good teaching ideas through incentives.

**Strategy 2** – Designate OTL as a supportive place for faculty and teaching staff to come for assistance.

- a. Buy out a course from the load of struggling teachers and work with them to improve their teaching.
- b. Offer mid-term feedback visits to classes/departments.
- c. Develop a faculty fellows group who can mentor new faculty, lead course redesigns, and create resources for OTL's website.
- d. Offer mini-grants for teaching initiatives.

**Goal:** Become regional leaders for teaching and learning knowledge and model programs.

**Strategy 1** – Develop signature programs portable to other institutions.

**Strategy 2** – Generate evidence-based research regarding OTL programs.

**Strategy 3** – Train individuals who can offer professional development workshops/seminars.

**Strategy 4** – Offer joint Faculty Learning Communities so NDSU faculty and K-12 teachers can learn together.

**Strategy 5** – Lead research teams in developing effective classroom research.

**Goal:** Establish solid, ongoing collaborations throughout the state with K-12 and other teaching and learning centers in K-20.

**Strategy 1** – Identify long-term needs of K-12 teachers in North Dakota.

**Strategy 2** – Determine if the NDUS continuing education director’s meetings, for K-12 professional development programs, are still being held and become more active in meetings.

**Strategy 3** – Reach out to regional education organizations as well as other K-12 education groups to determine where more collaboration with professional development efforts can happen.

**Strategy 4** – Offer more innovative programs that meet needs like the Teacher Leadership Academy master’s program.

a. FLCs for teachers/faculty in K-20

**Goal:** Build connections with campus and state leadership that supports teaching and learning work.

**Strategy 1** – Meet with on- and off-campus groups to share information about services.

a. Propose that OTL offer a regular email that lists all faculty/instructional staff professional development opportunities across campus.

**Goal:** Expand online programs consistent with the university's mission.

**Strategy 1** – Have curriculum experts and enough support staff to make OTL the central place for online, credit-bearing course development.

**Strategy 2** – Help departments develop new distance-based programs that serve the citizens of North Dakota.

**Strategy 3** – Offer workshops on how to teach online the right way.

Attachment 1:



**Attachment 2:**

**Goals, Strategies, Tasks, and Metrics Chart**

**Immediate Goal: Clarify and focus OTL’s identity**

| <b>Strategy</b>         | <b>Task(s)</b>   | <b>Metric(s)</b>                   | <b>Responsible Person(s)</b>      |
|-------------------------|--|------------------------------------|-----------------------------------|
| Determine OTL’s Purpose | Make sure OTL is consistent with the direction of the university.  | Regular Advisory Board discussions | OTL director                      |
| Prioritize Programs     | <ol style="list-style-type: none"> <li>1. Quantify how many activities OTL staff are capable of managing in one year.</li> <li>2. Have a committee review each current program against a list of prioritization criteria.</li> <li>3. Create a program schedule based on the number of activities OTL can manage in one year.</li> </ol> | Staff and committee meetings       | OTL director and designated staff |

**Immediate Goal: Hire critical staff and strengthen working environment.**

| <b>Strategy</b>                           | <b>Task(s)</b>   | <b>Metric(s)</b>                              | <b>Responsible Person(s)</b>      |
|---|--|---|-----------------------------------|
| Hire critical staff                       | <ol style="list-style-type: none"> <li>1. <b>Immediate hires:</b> Assessment Director, Programmer/Server Maintenance/Web Designer/Data Analytics, and K-20 Environment Specialist</li> <li>2. <b>Mid-term hires:</b> Instructional Designer, Video Production Graduate Assistants, Program Coordinator, and Educational Grant Writer</li> <li>3. <b>Long-term hires:</b> Graphic Designer</li> </ol> | Successful hires                              | OTL director                      |
| Create an OTL advisory board              |  | Board created before May 2017                 | OTL director and designated staff |
| Encourage staff to work more efficiently. | Cross-train staff  | Training programs in place beginning May 2017 | Designated staff                  |
| Have more productive staff meetings       | <ol style="list-style-type: none"> <li>1. Use staff meetings to spark team collaboration.</li> <li>2. Develop scheduling protocols for OTL services.</li> </ol>  | Develop collaboration-based agendas           | Designated staff                  |

**Immediate Goal: Create awareness and generate support for OTL**

| Strategy   | Task(s)  | Metric(s)  | Responsible Person(s)                               |
|--|--|--|---|
| Develop key talking points for OTL that shows OTL's positive contributions | 1. Marketing OTL to internal and external audiences.   | Evidence of marketing, including web and other media, etc. | OTL communication and marketing coordinator         |
| Create tools that make use of and distribute the key talking points.       | 1. Develop a menu of services.<br>2. Create a video defining what OTL is and does.<br>3. Create processes and forms for programs and events.<br>4. Create a series of Qualtrics training videos.   | Creation of these tools.                                   | OTL communication and marketing coordinator, and GA |
| Develop a communication plan.  | 1. Build one website for all of OTL<br>2. Create promotional materials for OTL.<br>3. Ensure the OTL brand is on every event/program offered.<br>4. Make use of social media.<br>5. Use campus listservs to promote services and key talking points. | Creation of materials as described                         | OTL communication and marketing coordinator.        |

**Immediate Goal: Support assessment work at NDSU**

| Strategy   | Task(s)  | Metric(s)   | Responsible Person(s)   |
|--|--|---|---|
| Lobby for a mandate from institutional leadership that is rewards-based. | Work with the provost to move this forward.  | Creation of an NDSU committee to work on this.  | OTL director  |
| Provide assistance for change-ready faculty.                             | <p><b>Offer Experts in Assessment</b></p> <ol style="list-style-type: none"> <li>1. Develop an assessment mentoring model.</li> <li>2. Bring in off-campus assessment experts.</li> </ol> <p><b>Offer Training</b></p> <ol style="list-style-type: none"> <li>1. Hold an OTL staff primer to help OTL staff understand how OTL supports assessment.</li> <li>2. Training topic: Understanding the tracking of student learning.</li> <li>3. Training topic: Help in developing assessment measures and tools.</li> </ol> <p><b>Offer Data</b></p> <ol style="list-style-type: none"> <li>1. Offer data visualization tools.</li> </ol> <p><b>Offer Resources</b></p> <ol style="list-style-type: none"> <li>1. Record a video series on assessment training.</li> <li>2. Create a database for storing assessment data including accreditation.</li> </ol> | <p>Completion of this model.</p> <p>Ongoing assessment training opportunities</p> <p>Creation of these tools.</p> <p>Creation of the video, as well as a database in conjunction with the provost's office.</p> | <p>Assessment Education Specialist (position currently unfilled)</p> <p>Assessment Education Specialist</p> <p>Assessment Education Specialist</p> <p>Assessment Education Specialist</p> |

**Mid-Term Goal: Expand resources and support for quality teaching at NDSU.**

| Strategy   | Task(s)   | Metric(s)                             | Responsible Person(s)  |
|--|---|---------------------------------------|--|
| Build a website that better supports expanded resources. | <ol style="list-style-type: none"> <li>1. Add white-papers.</li> <li>2. Add pedagogical videos.</li> <li>3. Add various teaching tools.</li> <li>4. Add Qualtrics templates.</li> <li>5. Add tutorials on high-impact practices.</li> <li>6. Add an activity repository.</li> </ol>   | New website                           | Multimedia/computer specialist (position currently unfilled) |
| Add services.  | <ol style="list-style-type: none"> <li>1. Add evaluation and exam services.</li> <li>2. Add student focus groups for instructor feedback.</li> <li>3. Add a team of an instructional designer and pedagogy-based faculty in each college with the responsibility of improving teaching and learning in their college.</li> <li>4. Add an analytics component.</li> <li>5. Add big picture practices that improve retention.</li> <li>6. Collaborate with other support services departments.</li> <li>7. Provide assistance in writing broad impact statements for education grants.</li> <li>8. Support measuring teaching effectiveness.</li> </ol> | Addition of these people and services | Various  |
| Lead with innovative programs.                           | <ol style="list-style-type: none"> <li>1. Offer learning walks for K-20 instructors.</li> <li>2. Offer K-20 professional development workshops/seminars on a variety of teaching topics.</li> </ol>   | Creation of the program               | OTL director and K-12 school administration representative   |



**Mid-Term Goal: Strengthen collaborations on-campus, with K-20, and with other universities.**

| Strategy  | Task(s)  | Metric(s)   | Responsible Person(s)   |
|---|--|---|---|
| Determine how OTL is viewed by NDSU administration  | Ongoing assessment by the Provost  | Assessment reports and other modes  | OTL director and Provost  |
| Communicate more regularly with K-20 groups.  | <ol style="list-style-type: none"> <li>1. Establish a K-20 advisory board to steer professional development activities.</li> <li>2. Get the NDSU School of Education more involved with K-20 offerings/advisory board.</li> <li>3. Identify high needs areas of K-20.</li> </ol>         | <p>Creation of the advisory board</p> <p>Selection of School of Education representatives</p> <p>List of high needs areas</p> | <p>OTL director</p> <p>OTL director</p> <p>OTL advisory board</p>                       |
| Build capacity.   | <ol style="list-style-type: none"> <li>1. Develop resources on OTL website for K-20 instructors.</li> <li>2. Assist in identifying and writing educational improvement grants that span K-20 region-wide and possibly state-wide.</li> </ol>   | <p>Website upgrading</p> <p>Large-scale grant proposals</p>   | <p>Multimedia/computer specialist (position currently unfilled)</p> <p>OTL director</p> |
| Offer workshops that promote additional learning opportunities for K-20 professional development. | <ol style="list-style-type: none"> <li>1. Offer learning walks.</li> <li>2. Professional development classes on a variety of topics and in a variety of instruction modes.</li> <li>3. Put funds toward bringing in major regional or national speakers on high needs topics.</li> </ol> | <p>Class offerings</p> <p>Creation of speaker series</p>  | <p>OTL staff</p> <p>OTL staff</p>   |

**Long-Term Goal: Reinvigorate the teaching mission of the university.**

| Strategy   | Task(s)   | Metric(s)              | Responsible Person(s)                                   |
|--|---|------------------------|---|
| Recognize good teaching ideas through incentives.  | Devise strategies in concert with the Office of the Provost   | Strategies created     | OTL director and representative of the provost's office |
| Designate OTL as a supportive place for faculty and teaching staff to come for assistance. | <ol style="list-style-type: none"> <li>1. Buy out a course from the load of struggling teachers so they can focus on improving their teaching.</li> <li>2. Offer mid-term feedback visits to classes/departments.</li> <li>3. Develop a faculty fellows group who can mentor new faculty, lead course redesigns, and create resources for OTL's website.</li> <li>4. Offer mini-grants for teaching initiatives.</li> </ol> | Strategies implemented | OTL director and staff                                  |

**Long-Term Goal: Become regional leaders for teaching and learning knowledge and model programs.**

| <b>Strategy</b>  | <b>Task(s)</b>                                       | <b>Metric(s)</b>                    | <b>Responsible Person(s)</b>    |
|--|--|-------------------------------------|---------------------------------|
| Develop signature programs portable to other institutions.                                     | Program creation, often via grant support.           | Programs created, grants funded     | OTL director and staff          |
| Generate evidence-based research regarding OTL programs.                                       | Assessment strategies                                | Internal assessment program created | Assessment Education Specialist |
| Train individuals who can offer professional development workshops/seminars.                   | Offer grant-related or other training opportunities. | Programs created                    | OTL director and staff          |
| Offer joint Faculty Learning Communities so NDSU faculty and K-12 teachers can learn together. | Offer grant-related or other training opportunities. | FLCs created                        | OTL director and staff          |
| Lead research teams in developing effective classroom research.                                | Create the research teams.                           | Teams created                       | Assessment Education Specialist |

**Long-Term Goal: Establish solid, ongoing collaborations throughout the state with K-12 and other teaching and learning centers in K-20.**

| <b>Strategy</b>   | <b>Task(s)</b>   | <b>Metric(s)</b>   | <b>Responsible Person(s)</b>                 |
|---|--|--------------------|--|
| Identify long term needs of K-12 teachers in North Dakota.  | Conduct a needs assessment.                                | Needs identified.  | Assessment Education Specialist              |
| Determine if the NDUS Continuing Education Directors meetings, for K-12 professional development programs, are still being held and become more active in meetings.           | Gather relevant information.                               | Question answered. | OTL marketing and communications coordinator |
| Reach out to regional education collaboratives as well as other K-12 education groups to determine where more collaboration with professional development efforts can happen. | Contact collaboratives                                     | Question answered. | OTL marketing and communications coordinator |
| Offer more innovative programs that meet needs like the Teacher Leadership Academy master's program.  | Faculty Learning Communities for teachers/faculty in K-20. | Creation of FLCs   | OTL director                                 |

**Long-Term Goal: Build connections with campus and state leadership that supports teaching and learning work.**

| <b>Strategy</b>  | <b>Task(s)</b>  | <b>Metric(s)</b>                           | <b>Responsible Person(s)</b>                 |
|--|---|--|--|
| Meet with on-campus and off-campus groups to present OTL services and hear about their complementary services. | Propose that OTL offer a regular email that lists all faculty/instructional staff professional development opportunities across campus. | Create the various means of communication. | OTL marketing and communications coordinator |

**Long-Term Goal: Expand online programs consistent with the university’s mission.**

| <b>Strategy</b>   | <b>Task(s)</b>                                | <b>Metric(s)</b>                  | <b>Responsible Person(s)</b>                  |
|---|---|-----------------------------------|---|
| Have curriculum experts and enough support staff to make OTL the central place for online, credit-bearing course development. | Hire curriculum specialist(s).                | Curriculum specialist(s) hire     | OTL director                                  |
| Help departments develop new distance-based programs that serve the citizens of North Dakota.                                 | Advertise this to departments and colleges.   | Contacts made.                    | OTL marketing and communications coordinator  |
| Offer workshops on how to teach online the right way.   | Create, schedule, and market these workshops. | Workshops delivered and assessed. | OTL staff and Assessment Education Specialist |