

# 1 TEACHING, LEARNING & 2 TECHNOLOGY

## 3 *STRATEGIC PLAN 2007-2010*

### 4 CURRENT CONDITIONS - STRENGTHS AND WEAKNESSES

#### 5 STRENGTHS

- 6 • Stony Brook enrollment has been rising consistently and recent increases in state allocations make for a  
7 bright fiscal outlook.
- 8 • The implementation of a student technology fee has had a very positive and growing impact on the  
9 campus infrastructure and support services for students. This level of support is expected to continue and  
10 will benefit both the students and faculty.
- 11 • Support staff members are well educated, hard working and dedicated to making the University a success.  
12 They are generally well respected and connected throughout the University.
- 13 • The University is hiring significant numbers of new faculty who may be more comfortable with technology  
14 and have different perspectives on teaching techniques.
- 15 • Instructional computing has a strong student development program producing a pool of technically  
16 competent employees.
- 17 • Millennial students are pushing faculty to expand technical horizons.
- 18 • In general the cost of technology is decreasing while its capabilities are increasing.
- 19 • Student access to computing and information technology resources is strong and well distributed.
- 20 • The University administration is supportive of change and the efforts of our department.
- 21 • The services we provide have had, and have the potential to create even greater impact on the University  
22 in the future. Many of the staff are former students and are very in touch with their needs. There is a  
23 sense that we are finally breaking through resource limitations.
- 24 • The University has a large and well equipped TV and video production facility which is the envy of many  
25 commercial operations.

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- There is a solid group of faculty identified as distinguished teachers.

27 WEAKNESSES

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- Enrollment has increased significantly over the last 5 years and continues to grow. In contrast, the number of classrooms has decreased slightly over the same period. The demands for large rooms (>60 seats) are particularly challenging to meet. Existing classrooms were designed for faculty centric styles of teaching and while some can be reorganized on an ad hoc basis there is a need for rooms designed around student centric pedagogical approaches. Budgeting for classroom renovation and equipment varies from year to year and needs to be stabilized to enable proper planning.
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- The introduction of winter and summer sessions has increased the duration of classroom use making it difficult to find time to take rooms offline for maintenance and renovation.
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- As faculty use more technology the demands for computer labs to teach classes in, particularly SINC sites, has increased to the point where it is conflicting with serving student access needs. Labs available for teaching have 30 or fewer seats and many of our classes have much higher enrollments. Similarly, there is an unmet need for a computer lab to act as a large testing facility which would reduce the pressure on the large lecture halls and enable faculty to use innovative examination techniques.
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- There is a general dissatisfaction with the level of classroom technology. While AV equipment and laptop computers can be borrowed from the audiovisual service desk, faculty members do not like to carry this equipment across campus and spending time setting it up.
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- There is currently no coherent faculty/TA development program. While peer mentoring is valuable the pedagogical and technological expertise does not generally exist within the faculty to serve this need. The resulting isolation also reduces the likelihood of catalyzing inter-disciplinary course collaboration and development.
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- Approximately half of Stony Brook students are commuters and have full or part time jobs. Distance and blended delivery of courses is, with the exception of programs in SPD, embryonic. These flexible delivery methods could decrease demands on classrooms and increase student satisfaction by providing more flexible delivery of courses.
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- The University has a powerful learning management system (Blackboard) but it will need to be strengthened to support some critical loads such as large numbers of students taking simultaneous exams. The system also needs to be hardened against failure and its capacity significantly increased to support our educational mission in the event of disasters which force the University to close for significant periods.
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- The campus lags behind many of its peers in providing media services such as video conferencing, streaming media etc. The TV studios are not staffed to make optimal use of the talents of its current staff or provide the type of service that the University should expect.
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- The culture of assessment is weak. Assessment of courses and programs is sporadic and generally occurs in response to pressures from outside the institution such as accreditations or SUNY mandates. There is no staff expertise to support these efforts and faculty and departments therefore struggle to make assessment a meaningful and productive process.
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- While many great services are available to faculty and students, ignorance about their existence or how to access them is common.
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- 68 • In some areas, particularly Audio- visual services, staffing levels are at a critical level with little or  
69 no redundancy. There should be more time spent doing preventative maintenance rather than  
70 putting out fires.

## 71 **OUR MISSION**

72 (WHAT WE ARE CHARGED WITH DOING AND RESPONSIBLE FOR)

73 The Mission of Teaching, Learning and Technology is to improve the educational experience at Stony  
74 Brook University by:

- 75 ▪ Guiding and encouraging innovation based on educational research and best practices
- 76 ▪ Encouraging adoption of appropriate instructional technologies; pedagogical, assessment,  
77 curricular and course design strategies.
- 78 ▪ Supporting and advocating for appropriate numbers of, and appropriately equipped learning  
79 spaces.
- 80 ▪ Providing faculty and students with access to computer and instructional technology, and  
81 education in its effective use to support teaching and learning.
- 82 ▪ Providing the enterprise wide systems to support educational access and delivery.
- 83 ▪ Providing multimedia development services and resources.
- 84 ▪ Add research, administration and outreach duties.

## 85 **OUR VISION**

86 (THE IMPACT OF ACCOMPLISHING OUR MISSION OVER THE LONG TERM)

87 Faculty will empowered and motivated to:

- 88 • adopt appropriately sound pedagogical and technological approaches to support teaching and  
89 learning, and classroom management.
- 90 • work toward a student-centered learning environment;
- 91 • share and implement best practices;
- 92 • consider pedagogical research and publishing as a natural component of their overall research  
93 agenda;
- 94 • use assessment to effectively design programs, curricula and courses;
- 95 • consider students as lifelong learners and design courses and programs around this concept;
- 96 • Experiment with new tools and approaches to teaching;
- 97 • Understand that teaching is a team effort combining content, technology and pedagogical experts

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99 The classrooms and other learning spaces they use will be well equipped, reliable and configured to  
100 support a variety of teaching and learning styles. They will be provided with the tools and assistance  
101 needed to support any reasonable need that improves the educational experience of their students.

102 Students will feel empowered to learn with and without technology and be comfortable with, and capable  
103 of excelling in diverse learning situations. They will be satisfied by the quality of their educational  
104 experiences and by the environments in which that learning occurs.

105 Add section on event services, multimedia production and TV studios

## 106 THE STRATEGIC PLAN 107 (HOW TO MOVE FROM CURRENT CONDITIONS TOWARD THE VISION)

### 108 INTRODUCTION

109 This document is at a brainstorming and idea gathering stage and is open to modifications, additions and  
110 deletions. Selection or elimination of ideas based on what can reasonably be accomplished in three  
111 years has not yet occurred.

### 112 THE REVIEW PROCESS

113 The following groups and people will be asked to provide input on this plan (those that have already done  
114 so have a check mark).

- 115 ✓ TLT Staff
- 116 ✓ The Provost and CIO
- 117 ✓ DoIT directors
- 118 ✓ TLT Faculty/Staff Advisory Board
- 119  TLT Student Advisory Board
- 120  Distinguished Teaching Professors Committee
- 121  The Senate Technology committee
- 122  Undergraduate Colleges
- 123  Academic departments
- 124  Provost's Advisory Group

### 125 SUPPORTING DOCUMENTS

126 The TLT strategic plan is based on and supports the following documents:

- 127 • The campus 5 year plan.
- 128 • The Middle States Accreditation report
- 129 • Mission Review II (2005-2010)

130 GOALS & OBJECTIVES

131 1. MAKE IT EASY FOR FACULTY AND STUDENTS TO FIND THE SUPPORT AND RESOURCES THEY NEED

- 132 • *Create a one-stop-shopping organization that supports the educational process.*
- 133 ○ Merge Instructional Computing, CELT and Educational Technologies into a single
- 134 organization called Teaching, Learning and Technology (TLT).
- 135 • *Create a faculty support center (see below)*
- 136 • *Integrate provision of multimedia development, synchronous digital video services, TV and video*
- 137 *services.*
- 138 ○ Create Multimedia Services group within Educational Technologies
- 139 ○ Hire multimedia production and TV studio coordinator
- 140 ○ Assign staff member to promote, train and maintain synchronous digital media services
- 141 ○ Develop a business plan to grow and fund TV services.
- 142 • *Create a strong brand and brand recognition for the TLT Department so clients know who to turn*
- 143 *to for their needs.*
- 144 ○ Create signs for; each SINC site, building directories, hallways by other offices in library,
- 145 Javit's Lecture Hall offices, windows along the Mall (and the Zebra Path?)
- 146 ○ Add the following entries to the University phone book; TLT General Number, Audiovisual
- 147 services, Television services, Event services / Wang Center, Academic facilities
- 148 /Classroom management, Student help desk, Computer systems, The Faculty Center,
- 149 The Media Center, Blackboard support, Computer lab reservations.
- 150 ○ Update documents we publish or that refer to us with the new department name; TLT
- 151 newsletter, Orientation, Grad and UG bulletins, AV services request forms, Grad and UG
- 152 booklets, Faculty handbook/Online Digest, Letterhead and envelopes, Business cards,
- 153 Budgets, Paystubs etc.
- 154 ○ Brand equipment such as computer splash screens, data projector start screens, AV
- 155 loaner equipment etc.

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157 2. CREATE AN ORGANIZATION THAT IS DRIVEN BY THE NEEDS OF ITS CLIENTS AND IS FOCUSED ON

158 CUSTOMER SERVICE

- 159 • *Gather input, build grass root support and buy-in.*
- 160 ○ Create TLT Faculty/Staff Advisory Board
- 161 ○ Create Student Advisory Board
- 162 ○ Work closely with departments and senate technology committee to assess faculty
- 163 needs.
- 164 ○ Survey students and faculty annually to determine their needs.
- 165 • *Create a culture of client service*

- 166 ○ Adopt /create a trouble ticketing system that tracks all problems within the realm of our  
167 mission and their resolution.
- 168     ▪ Respond to all clients submitting requests either by phone or email informing  
169 them of the resolution to their problem.
- 170 ○ Have all staff add customer satisfaction survey URL to the footer of their emails and on  
171 phone mail messages.
- 172 ○ SINC site student managers will have "Ask Me - I can help" on large name tags or vests.
- 173 ○ Create a cohesive team environment within the department so that staff members are  
174 very knowledgeable about the services we provide and work in interdisciplinary teams to  
175 support our clients.
- 176     ▪ Increase opportunities for social interaction within the department.
- 177     ▪ Increase opportunities for cross training within service areas so that absences  
178 can be covered.
- 179     ▪ Hold retreats where staff members learn about each other's skills and services.

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181 **3. INCREASE THE QUALITY AND DIVERSITY OF SERVICES AVAILABLE FROM TLT AND ITS STAFF.**

- 182 • *Increase the level of expertise and effectiveness of TLT staff so they may effectively assist faculty*  
183 *and students in using educational technology and pedagogical innovations for instruction and*  
184 *research.*
- 185 ○ Provide staff with professional development opportunities
- 186     ▪ Support attendance at a professional conference for each staff member at least  
187 once a year. Have attendees share new information gleaned from conferences  
188 at monthly staff meetings.
- 189     ▪ Include a staff to staff presentation in all monthly staff meetings
- 190 • *Establish a student internship program at The Faculty Center to keep our perspectives fresh and*  
191 *open.*
- 192 ○ Recruit interns from instructional design and academic technology programs at other  
193 academic institutions on LI

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195 **4. INCREASE VISIBILITY AND CLIENT KNOWLEDGE OF THE SERVICES PROVIDED BY TLT**

- 196 • *Promote the department*
- 197 ○ Visit each academic department annually or have them hold a faculty meeting in The  
198 Faculty Center. Discuss current issues and progress on implementation plans.
- 199 • Report annually to the
- 200 ○ Faculty Senate

- 201                   ○ Provost's Advisory Group (Request membership?)
- 202                   ○ Student Government
- 203                 • Hold a yearly open house and invite faculty and staff.
- 204                 • Hold town hall meetings on particular issues to gauge community opinion.
- 205                 • List events in University wide events calendars.
- 206                 • Promotional video on campus cable
- 207         • *Participate in orientations*
- 208                 • Present at new faculty, post-doc, undergrad and grad student orientations. Make
- 209                 sessions available to adjunct faculty via online recordings.
- 210                 • Provide sessions for SB101 classes
- 211                 • Provide orientation for transfer students
- 212         • *Publish information on who we are and what we do*
- 213                 • Create a client centric, service focused TLT web site:
  - 214                   ○ Implement a content management system to ensure that it is constantly updated
  - 215                   by the correct people.
  - 216                   ○ Have academic department web sites integrate links to the TLT site
  - 217                   ○ Assign ½ time staff position to site development.
  - 218                   ○ Link to support services provided by other organizations at SBU
- 219                 • Information brochure and catalog of services
- 220                 • TLT Newsletter at least twice a semester
- 221                 • Write articles for student newspapers etc.
- 222                 • Hold a formal opening of TLT Department and The Faculty Center
  - 223                   ○ Publish articles in Currents newsletter (Evette St Jacques), Statesman etc
  - 224                   ○ Have an opening reception and open house.
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- 226         **5. IMPROVE THE QUALITY, QUANTITY, DIVERSITY AND UTILITY OF LEARNING SPACES.**
- 227                 • *Create a dedicated classroom management position with adequate student staff to ensure that*
- 228                 *learning spaces meet the Universities needs.*
- 229                 • *Pursue an annualized budget to support classroom renovations and operations.*
- 230                 • *Improve coordination of routine services and new facility planning.*

- 231           ○ Hold monthly group meetings with representatives from TLT, facilities and the registrar's  
232 office.
- 233           ○ Meet with the building managers group at least once a semester
- 234           ○ Design new learning support building and promote its construction with facilities and the  
235 President.
- 236                 ▪ Large computer based testing facility
- 237                 ▪ Rooms for non lecture based classes
- 238                 ▪ More computer classrooms
- 239                 ▪ More fully equipped large lecture halls
- 240     • *Increase faculty/instructor and staff access to information about classroom facilities and*  
241 *equipment.*
- 242           ○ Create a classroom web site with panoramic views, location information, seating  
243 characteristics and potential configurations, audiovisual equipment and network access  
244 information.
- 245           ○ Educate support staff on classroom configurations so they can assist faculty with  
246 appropriate room selection.
- 247     • *Optimize the use of existing classrooms, in particular those with technology installed.*
- 248           ○ Work with the Registrar's office to improve coordination of faculty needs with classroom  
249 equipment availability
- 250                 ▪ Jointly maintain a classroom database (within PeopleSoft) so that it accurately  
251 reflects room and equipment availability.
- 252                 ▪ Implement a room scheduling system that supports:
- 253                         • faculty requests for equipment
- 254                         • scheduling of courses that are delivered in a blended format
- 255                         • display of room schedules on LCD panels outside the room
- 256                         • scheduling of rooms for maintenance and repairs
- 257                 ▪ Develop a clear policy on public and departmental classrooms
- 258                         • Conduct a classroom facilities survey to determine current usage
- 259     • *Increase the level of technology and its support in the classrooms.*
- 260           ○ Upgrade 10 classrooms a semester with AV technology
- 261                 ▪ Add digital projectors, DVD players, sound system etc.
- 262                 ▪ Place LCD panels outside each classroom displaying schedule for the room.
- 263                 ▪ Install Lenel security systems and TV cameras



- 264                   ▪ Add additional staff to support new installations and maintenance
- 265                   ○ Increase support/redundancy for AV services in the evenings by hiring an additional
- 266                   evening staff member.
- 267                   ○ Explore using student consultants to assist with technology setup and troubleshooting in
- 268                   the classrooms
- 269                   ○ Provide portable student response systems (clickers) that can be set up in any classroom
- 270                   ○ Provide automated lecture recording systems (e.g. Mediasite).
- 271                   ○ Work with TelNet to increase wireless access in the classrooms.
- 272                   • *Create desktop video conferencing and small group study facilities in the library*
- 273                   • *Create a 50+ seat computer classroom on campus.*
- 274                   • *Increase the number of laptop enabled classrooms (network and power to every seat)*
- 275                   • *Adopt a Learning Commons approach, in partnership with the library, to student computing*
- 276                   *facilities.*
- 277                   ○ Integrate student learning support services into a cohesive program in a single facility.
- 278                   ▪ Blend library and SINC site space
- 279                   ▪ Integrate informal collaboration areas
- 280                   ▪ Student laptop loan program through library
- 281                   • *Create informal learning spaces throughout the campus.*
- 282                   ○ Equip hallways, foyers etc with appropriate seating, white boards etc to support casual
- 283                   group discussions (e.g. after class discussion with faculty, student study groups etc)
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285 **6. PROMOTE ADOPTION OF, AND PROVIDE SUPPORT SERVICES FOR PEDAGOGICALLY SOUND AND**

286 **INNOVATIVE APPROACHES TO TEACHING**

- 287                   • *Create "The Faculty Center" to provide pedagogical support to the campus.*
- 288                   ○ Locate The Center on the mall where we can:
- 289                   ▪ Use highly visible window space to promote events and services.
- 290                   ▪ Create an easily accessible and attractive entrance to promote walk in requests
- 291                   for information and services.
- 292                   ○ Hire appropriate staff to provide expertise and services
- 293                   ○ Focus on effective and efficient teaching as a promotional theme to compliment the
- 294                   research mission of the University.
- 295                   ○ Increase awareness among faculty and academic administrators of the Faculty Center
- 296                   mission and resources.

- 297                   ▪ Publish a faculty development calendar for the year
- 298                   ▪ Hold new faculty lunches in fall semester to discuss teaching challenges
- 299           • *Encourage and support the interchange of ideas, best practices and resources among faculty*
- 300                   ○ Create a BLOG/Threaded discussion on the TLT site for posing questions to a
- 301                   ○ faculty/staff expert panel (Dist teaching professors, Emeriti etc).
- 302                   ○ Create a faculty fellowship program in course redesign /e-education/online teaching.
- 303                   ○ Create a monthly "Seminar on college teaching" program led by faculty/staff partnership.
- 304                   ○ Tap the Distinguished Teaching Professors and other recipients of teaching awards to
- 305                   ○ provide leadership.
- 306                   ○ Coordinate show and tell presentations at college and department meetings.
- 307                   ○ Create a teaching commons web site to network faculty with similar teaching interests
- 308                   ○ Videotape innovative teaching and faculty interviews. Show on campus cable and other
- 309                   ○ strategic locations.
- 310                   ○ Provide financial support for external speakers. Co-sponsor content expert visits with
- 311                   ○ departments if they can also do a seminar/workshop that is pedagogically valuable.
- 312           • *Promote faculty development opportunities*
- 313                   ○ Programs provided by the SUNY Training Center.
- 314                   ○ Provide a menu on the TLT web site of workshops that departments can request be held
- 315                   ○ at a dept meeting or retreat etc.
- 316                   ○ In partnership with the Faculty Senate promote a faculty sabbatical program in teaching
- 317                   ○ and learning at The Faculty Center.
- 318           • *Establish a culture of innovation in teaching and learning*
- 319                   ○ Provide travel grants (50/50 TLT/Department matching?) for attendance at conferences
- 320                   ○ on pedagogy, educational technology or assessment.
- 321                   ○ Provide support for pedagogical research and publishing.
- 322                   ▪ Provide expertise and consulting services in research design and assessment.
- 323                   ▪ Through faculty solicitation and other means identify and maintain a list of
- 324                   ▪ pedagogical scholarly journals appropriate for each division on the TLT web site.
- 325                   ▪ Offer to consult and advise on faculty grant applications targeted toward
- 326                   ▪ pedagogical innovations and academic technology.
- 327                   ▪ Publish an on-line bibliography of faculty publications in the area of pedagogical,
- 328                   ▪ assessment and academic technology research.
- 329                   ○ Discuss improving teaching with the Provosts Advisory Group
- 330                   ○ Host external speakers.

- 331 • *Provide support for and reach out to part time/adjunct teaching faculty*
- 332 ○ Record all faculty development programs and make them available on our servers.
- 333 ○ Provide video conferencing consultations
- 334 ○ Examine need for some evening support hours in The Faculty Center.
- 335 ○ Create mailing list by contacting departments and requesting list of adjuncts each
- 336 semester.
- 337 • *Develop TA **teaching certificate***
- 338 ○ Two semester program
- 339 ■ First semester courses and seminar
- 340 ■ Second semester require project with faculty advisor to improve his/her course.
- 341 Require pre and post assessment of the course.
- 342 ■ 0 or 1 credit course so it appears on transcripts
- 343 ○ Pay more to TA's with the certificate.
- 344 ○ Post Docs and faculty welcome to participate.
- 345 • *Encourage an outcomes based examination and mapping of the curriculum.*
- 346 ○ Develop a workshop on outcomes based curriculum design targeted to department chairs
- 347 and curriculum committee members.
- 348 • *Work collaboratively with faculty to support and facilitate*
- 349 ○ Student centered, active and collaborative learning.
- 350 ■ Promote student centered, active and collaborative learning resources on TLT
- 351 web site.
- 352 ■ Present faculty development sessions on student centered, active and
- 353 collaborative learning.
- 354 ■ Undergraduate **research activities**.
- 355 ○ Student **e-portfolios**.
- 356 ○ Diverse learning styles.
- 357 • *Support internationalization of the curricula.*
- 358 ○ Implement Internet based systems that enable faculty in the classroom to synchronously
- 359 and asynchronously interact with people in other countries.
- 360 ○ Assess needs, design and deliver appropriate faculty development workshops to support
- 361 use of collaborative and asynchronous technology.
- 362 • Support and advocate for improved services for course content support (tutoring, advising etc)
- 363

**Comment [GG1]:** Did the SUNY program ever get implemented?

**Comment [GG2]:** Eureka - Undergraduate research office (Karen Kernan)

**Comment [GG3]:** Talk to Maryanna in Careers about their efforts with student portfolios

364 **7. CREATE A CULTURE OF ASSESSMENT AT STONY BROOK.**

- 365 • *Hire an assessment expert to support faculty and department efforts.*
- 366 ○ Assist the colleges and departments with the design and implementation of appropriate
- 367 evaluation tools and methods.
- 368 ○ Assist faculty with assessment in their courses and their redesign based on the results.
- 369 ▪ Create an assessment SWAT team consisting of staff professional, senior and
- 370 emeritus faculty that can conduct assessments at request of faculty.
- 371 ▪ Do in class focus groups for 30 minutes.
- 372 • *Tie financial support for teaching innovations into assessment plans*
- 373 • *Promote assessment of teaching quality*
- 374 ○ Assess the course assessment process to determine if it is a good tool.
- 375 ▪ Is there teaching evaluation data available to inform student satisfaction with
- 376 teaching?
- 377 ▪ Is the course evaluation process asking the right questions?
- 378 ○ Faculty/TA portfolios
- 379 ▪ Provide development opportunities on using teaching portfolios and similar tools.
- 380 ○ Provide development opportunities on peer review of teaching.
- 381 ▪ *Develop manuals* and other support documents
- 382 ○ Promote adoption of teaching improvement plans. Use these plans to determine faculty
- 383 development and technology needs for the University.
- 384 ○ Work with college administration and tenure committees to incorporate these tools into
- 385 faculty evaluations.
- 386 ○ Promote campus discussion on increasing the importance of teaching in the tenure and
- 387 promotion process

**Comment [GG4]:** Check on status of Academy of teacher-scholars grants through president's office.

**Comment [GG5]:** Get a copy of the PSU manual

388

389 **8. INCREASE FACULTY COMFORT WITH, AWARENESS AND USE OF ACADEMIC TECHNOLOGY**

- 390 • *Support innovative faculty and projects. Use them to show other faculty what can be done*
- 391 *successfully (faculty teaching faculty).*
- 392 • *Establish a student Tablet PC (laptop) pilot program either in a department or by providing*
- 393 *checkout from the library.*
- 394 • *Increase faculty comfort with and adoption of appropriate academic technology through holistic*
- 395 *approaches that encourage technology use in all aspects of the faculty role.*
- 396 ○ Create/promote a collaboration tool set that can be used to support teams in research,
- 397 committee work and teaching support.

- 398                   ▪ Content DM (SUNY digital management repository and archive through
- 399                   Binghamton)
- 400                   ▪ Microsoft Team Services
- 401                   ▪ Desktop video conferencing
- 402                   • *Encourage faculty to incorporate digital resources into course material and presentations.*
- 403                   ○ Create development sessions targeted at specific disciplines such as “Digital Resources
- 404                   for English”.
- 405                   ○ Create a learning object repository and links to similar external resources from the TLT
- 406                   web site.
- 407                   ○ Make central file storage available to faculty (Similar to SB drive for students)
- 408                   • *Encourage faculty and student use of the Blackboard learning/course management system*
- 409                   ○ Increase staff support for Blackboard.
- 410                   ○ Monitor the number of courses that are fully online, blended and supplemental. Track
- 411                   trends.
- 412                   ○ Create student award to be given to faculty with the best Bb sites. Provide prizes to
- 413                   students nominating the winning sites.
- 414                   • *Hold an annual conference showcasing faculty achievements with new pedagogical /*
- 415                   *technological approaches.*
- 416                   ○ Implement a workshop registration system
- 417                   ○ Have an associated vendor showcase for academic technologies
- 418                   • *Increase the real and perceived resources available to assist faculty with implementing*
- 419                   *pedagogical and/or technological innovations*
- 420                   ○ Create a resource section of the TLT web site that clearly outlines teaching/learning
- 421                   activities and the resources available to support them.
- 422                   ○ Connect faculty considering adopting new approaches and techniques to faculty who
- 423                   have had experience in the area by creating a web accessible database of SB faculty
- 424                   with experience in specific areas of pedagogical and technological innovation.
- 425                   • *Implement a student technical support program for faculty.*
- 426                   ○ Train students so they are technically competent to provide support
- 427                   ○ Schedule one-on-one sessions with faculty on request to help them use technology.

**Comment [GG6]:** What behaviors do we want to encourage faculty to adopt in Bb - how can we measure them, set goals and promote them.

429 **9. POSITION THE UNIVERSITY TO RESPOND WISELY TO EMERGING TRENDS IN TECHNOLOGY AND**

430 **PROVIDE CUTTING EDGE ACADEMIC TECHNOLOGY SERVICES TO THE UNIVERSITY**

- 431                   • *Use the Multimedia Lab as a proving ground for emerging technologies.*

- 432 • *Send TLT staff members to national/International conferences to monitor national trends.*
- 433 *Encourage presentations to increase Stony Brook's reputation.*
- 434 • *Harden and make the Blackboard site more reliable.*
- 435 • *Provide new enterprise wide academic technology services*
  - 436 ○ *Virtual Classroom / Desktop video conferencing.*
  - 437 ○ *Podcasting and iTunes U*
  - 438 ○ *Streaming media services.*
  - 439 ○ *Turn-It-In plagiarism detection service.*

440

441 **10. IMPROVE STUDENTS UNDERSTANDING OF, AND ABILITY TO USE TECHNOLOGY TO SUPPORT THE**

442 **LEARNING PROCESS.**

- 443 • *Augment student access to computers*
  - 444 ○ *Increase SINC site hours and coordinate with library hours. Blend library and SINC site*
  - 445 *spaces.*
  - 446 ○ *Explore the need for a site that is open 24/7.*
  - 447 ○ *Create a web site that dynamically shows available computer seats in each site.*
- 448 • *Improve printing services*
  - 449 ○ *Make access to printing consistent across the campus by installing the Pharos print*
  - 450 *management system in the Library and if feasible in the resident halls*
  - 451 ○ *Enable students to print beyond their free quotas by implementing a charge back service.*
- 452 • *Increase students skills with and use of information technology*
  - 453 ○ *Student help desk staff will develop and deliver an informal curriculum (perhaps as part of*
  - 454 *SBU 101/102) focused on topics such as personal knowledge management, tablet PC's*
  - 455 *and note taking, desktop video conferencing, technology for working in groups etc.*
  - 456 ○ *Promote online on-demand resources for software training such as Skillport.*
  - 457 ○ *Offer information on recommended equipment that students can purchase themselves.*
- 458 • *Integrated student computer services and support across the campus*
  - 459 ○ *Explore absorbing resident hall computer labs into TLT.*
- 460 • *Educate departmental staff on resources that are available to students*

461

462 **11. INCREASE COURSE DELIVERY FLEXIBILITY AND ACCESS**

- 463 • *Support online course delivery with appropriate technology and pedagogical resources.*

- 464 • *Establish Project Share – an initiative to encourage and support course development intended for*  
465 *use at multiple campuses.*
- 466 • *Create a web presence for “Stony Brook Online”.*

467  
468 **12. DEVELOP STRATEGIC PARTNERSHIPS WITH ORGANIZATIONS THAT SUPPORT/COMPLIMENT THE**  
469 **TLT MISSION**

- 470 • *Library – Information commons*
- 471 • *SPD - Online delivery*
- 472 • *PEP - Faculty development*
- 473 • *Tech and Society Department – Faculty and student development*
- 474 • *Facilities Management – learning spaces.*
  - 475 ○ *Hold monthly informal meetings with organizational leaders.*

477 **13. PURSUE EXTERNAL FUNDING AND GRANTS TO SUPPORT THE TLT MISSION.**

- 478 • *Pursue endowment to support faculty development. Naming opportunity = The “?” Faculty*  
479 *Center.*
- 480 • *Explore funding sources for:*
  - 481 ○ *Faculty fellowships*
  - 482 ○ *Support for travel to pedagogy and educational technology conferences.*
  - 483 ○ *Course redesign grants*
- 484 • *Work with the grants office to identify opportunities. Submit multi-campus and University*  
485 *proposals for funding to support instructional innovations.*

**Comment [GG7]:** Does President still offer mini grants?  
Does Senate still offer funding?

**Comment [GG8]:** Is there such an office? Is it University wide or college based?

487 **IMPLEMENTATION PLANNING**

488 The strategic plan will be broken down into yearly implementation/business plans. Each plan will be  
489 supported by a budget, a personnel and space management plan (separate documents). Input will be  
490 gathered on these plans as follows:

- 491 • *Hold biannual staff retreats at which each unit will present progress reports and discuss ongoing*  
492 *and planned initiatives.*
- 493 • *Review progress on implementation plans with advisory groups following staff retreats.*
- 494 • *Present an overview report to faculty senate annually.*
- 495 • *Offer to present overview to academic departments and present where invited.*