

Center for Instructional Technology Strategic Plan 2007 – 2011

Last update 8/9/07

CIT's mission

The Duke Center for Instructional Technology supports the academic mission of Duke University by helping instructors find innovative ways to use technology to achieve their teaching goals. Drawing on expertise in both technology and pedagogy, CIT staff assist instructors with projects, share information across the university about effective practices and examine the effect of technology on teaching and learning.

The CIT supports instructional technologies that can contribute to Duke's academic excellence by increasing student engagement with course materials, supporting active learning strategies, better matching teaching and learning styles, fostering communication and collaboration, streamlining course administration and developing students' skills for future learning and work. CIT systematically monitors and evaluates the impact and effectiveness of instructional technologies on the teaching and learning experiences of faculty and students and shares these findings with the campus community.

The Center for Instructional Technology (CIT) is a department within [Duke University Libraries](#), reporting to the [Vice Provost for Library Affairs](#) and advised by the [CIT Advisory Board](#).

Major Goals for 2007-2011

We recognize that technologies are changing rapidly, that the University and Library have started implementing new strategic plans, and that our instructors are more technologically savvy than in previous years but also very busy with teaching and research. With that environment in mind, here are our major goals for the next four years and our plans for assessing accomplishment of those goals.

(See Appendix A for more detail on the environment in which this plan was developed).

1. Serve as a trusted source of information about academic technology use at Duke and faculty instructional technology needs and advocate for meeting those needs in the university's technology infrastructure.

Strategies include:

- Create systematic processes for gathering information about instructor needs.
- Share information about our findings related to instructor needs.
- Base CIT program and service development on the needs we identify.
- Advocate for known and anticipated faculty needs when working on Duke technology infrastructure and service development groups.

Assessment metrics include:

- CIT staff interact with faculty on a regular basis (e.g. Faculty Ambassadors program, yearly outreach to IT and administrative staff in departments, faculty focus groups about tools pilots, follow up grant interviews, meetings with new faculty) and document those interactions.
- CIT publishes needs assessment methods and findings at least annually and distributes this information to key campus groups and partners beginning in Fall 2007.
- CIT website contains information linking its strategic plan goals to findings from needs assessment.
- CIT staff share information about instructor needs in campus planning groups.

2. Increase faculty awareness of instructional technologies and how to use them via more customized, just-in-time information.

Strategies include:

- Redesign CIT website to include technology tools for faculty to receive customized information.
- Maintain up-to-date information and resources on the website.
- Reuse training materials as self-teaching guides.
- Report yearly to each department chair about IT trends and CIT usage by their instructors and provide information about additional possibilities relevant to their department.
- Provide options for faculty to request or participate in customized training.

Assessment metrics include:

- CIT website includes features to filter information by topic and discipline and allows individuals to subscribe to customized information feeds.
- CIT website information is reviewed, revised and expanded on a regular schedule.
- Increased numbers of customized and departmental training sessions are offered.
- Faculty from all Duke disciplines subscribe to website information feeds by July 2008.

3. Share expertise in and facilitate community around technological and pedagogical aspects of instructional technologies.

Strategies include:

- Continually expand CIT staff expertise in technology and pedagogy.
- Share CIT expertise with the Duke community and beyond via our new website, blogs, tech documents, training sessions, internal and external presentations.

- Inform instructors about technology tools students commonly use and the ways in which instructors can use those tools to connect with students and enhance learning.
- Develop a CIT marketing and communication plan to ensure that Duke teaching faculty are aware of the CIT and how it and its staff can assist them in their teaching.
- Host the annual Faculty Instructional Technology Showcase.

Assessment metrics include:

- CIT staff actively participate in technology software and hardware explorations, read teaching-related literature in their discipline area, participate in relevant instructional technology email lists and blogs and observe classes in session when appropriate.
- Instructors and IT staff regularly contact CIT staff to draw on their expertise in technology and pedagogy as shown by a 10 % increase in number of consulting contacts over last year.
- A marketing and communications plan is developed and implemented along with a plan for judging impact.
- CIT staff members are active in regional and national professional organizations as documented through their presentations at conferences, trip reports, etc.
- The CIT annual Faculty Instructional Technology Showcase is held and is well attended by faculty and staff at Duke.

4. Provide opportunities for faculty to explore new technologies in their teaching and support them in assessing the effectiveness of their efforts.

Strategies include:

- Provide a variety of programs to support instructors in exploring new technologies relevant to their teaching interests and goals.
- CIT consult with faculty on assessment options related to their projects.
- Carry out pilot projects with faculty of potentially valuable instructional technology tools (e.g., tools for image exploration, web-based recording, virtual worlds, etc.)
- Support Blackboard and enhance its functionality in ways that support innovative and effective teaching and learning.

Assessment metrics include:

- CIT leads pilots involving instructors using a variety of academic tools including image tools, web-based recording tools, and virtual worlds.
- CIT publishes reports about the faculty projects it supports.
- CIT events are attended by at least 200 faculty per year.
- Blackboard system is upgraded at appropriate times.

5. Foster collaboration and connection in technology planning for University projects and strategic initiatives.

Strategies include:

- Participate in planning for the Visual Studies Initiative and help support instructors using new technologies that are part of the VSI.
- Participate in planning for Central Campus and the new Perkins Teaching and Learning Lab and help faculty make creative use of those spaces.
- Collaborate with the Office of Service Learning, DukeEngage and the Focus Program (among others) to help faculty provide exemplary service learning and interdisciplinary courses for students.
- Help faculty implement teaching practices that connect with priorities in the University strategic plan (e.g., course activities that deepen student engagement in the community, encourage student research in undergraduate courses).

Assessment metrics include:

- CIT staff represent faculty needs and library perspectives on technology planning committees in collaboration with the Office of Information Technology, Arts & Sciences Information Science and Technology, schools and departments.
- CIT has active partnerships with academic programs and groups representing new strategic initiatives such as the Office of Service Learning, Visual Studies Initiative, DukeEngage and Focus Program.
- Faculty teaching in the Perkins Teaching and Learning Lab and other innovative teaching spaces on campus are actively supported by CIT in planning creative and effective uses of these spaces.
- CIT materials describing program initiatives indicate connections to University strategic plan goals.

Appendix A - Context for CIT's strategic planning

In the Spring of 2007, CIT staff conducted research on technology trends and reviewed University and Library planning documents to better understand the environment for our planning. The CIT held a planning retreat to share information and identify some of the key themes and challenges that needed to shape our strategic plan. Some of those themes and challenges are:

1. Faculty have many demands on their time, which makes their participation in lengthy, structured development programs unlikely without clear incentives and benefits. This suggests the need for very good needs assessment and marketing to ensure that CIT programs are the best possible fit for faculty needs and work styles.
2. Technologies with value for teaching and learning are evolving at a fast pace. The rate of change challenges CIT staff in keeping up with the new possibilities for creative teaching and services needed to help faculty utilize the technologies effectively. Some technologies and trends we feel are especially important to track and understand are: Web 2.0 and social networking tools, Google applications, use of technology enhanced classrooms, academic uses of mobile devices, evolving tools which compete with or complement the learning management system, visualization tools and virtual spaces such as Second Life.
3. There are many different IT-related groups on campus, all with their own priorities. CIT staff are challenged to keep connected to all of these groups and to promote the needs of faculty and teaching in various IT planning activities.
4. CIT's work can benefit by being informed by and connected with other groups that have teaching as part of their mission (e.g., Office of Service Learning, Focus program, Graduate School). CIT wants to work with these groups to provide encouragement for the development of teaching in general and to help bring visibility and clarity to the portions of the Duke strategic plan which mention teaching.
5. The University's renewed focus on civic engagement and service learning, interdisciplinarity and research opportunities for undergraduates, stemming from the new Duke strategic plan, suggest areas where CIT should direct special effort.
6. Increased focus on visual studies and visualization, both in teaching and other realms, suggests CIT should assist faculty in developing skills in these areas.
7. New facilities development on Duke's campuses will allow new forms of interactive and engaged teaching and learning, if used effectively. CIT wants to play a role in helping instructors make good use of these spaces and also in assessing the outcomes of teaching in new ways using the new spaces.
8. Current students have different work styles and expectations than those of a few years ago, and faculty teaching these students need to be aware of these student tendencies and adjust their teaching accordingly if they want to continue to engage students and boost student learning. Although CIT's mission is focused on instructors and teaching, it is important for us to ensure that faculty understand student technology use and perspectives as they plan their courses and teaching.