Goal 2: Provide transformative learning experiences

Two sessions were held with faculty, staff, and students to brainstorm and discuss ACES goals on September 30 and October 8, 2019. The session started with an overview of the Strategic Planning process taking place during 2019. The Dean highlighted the value of the process, its connection to the campus strategic plan, and some of strategic accomplishments over the last several years before groups began their discussion and brainstorming.

Groups were asked to answer this question: “What ideas should the college do to build on its mission?” Specifically in: Scholarship, Discovery & Innovation (Research); Transformative Learning (and Teaching); Societal Impact; and Resources & Strategic Investments. (Ideas could be brand new ideas, revision of something that is already occurring in ACES, a renewed focus on what is already being done on the college, or an expansion of something that is currently being done.)

First, participants responded individually on sticky notes and then worked in a together with table mates to group the ideas into the strategic plan goal categories. Then, groups were asked to identify their top three ideas.

Participants were then challenged to select those ideas that will be:

- Foundational – critical to our purpose that we simply must do
- Evolving – changing in ways that will make us better at what we do
- Moonshots – big dreams that can change the game for us and for our society

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

Foundational Ideas (Must Do)

<table>
<thead>
<tr>
<th>Idea</th>
<th>Resources</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue fulfilling the land grant</td>
<td>Evaluate our current investments (time and</td>
<td>Are students securing their first</td>
</tr>
<tr>
<td>mission</td>
<td>money)</td>
<td>destination of choice</td>
</tr>
<tr>
<td>Stronger integration across academic</td>
<td>Decrease structural barriers to collaboration</td>
<td>Joint majors/minors</td>
</tr>
<tr>
<td>disciplines and extension</td>
<td>(hiring, research, budgeting, teaching)</td>
<td></td>
</tr>
<tr>
<td>Development and/or Improvement of Online</td>
<td>Similar resource to College of Business -</td>
<td>Number of students</td>
</tr>
<tr>
<td>Education</td>
<td>Coursera perhaps?</td>
<td></td>
</tr>
<tr>
<td>Digital teaching, evaluation</td>
<td>Advising appointment;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary transformational ideas;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outstanding facilities; Online spaces -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning, teaching, services; Diverse students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and staff</td>
<td></td>
</tr>
</tbody>
</table>
### Strategy for online education

<table>
<thead>
<tr>
<th>Expand CITL in house</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money for: classroom renovation/modernization; Informal gathering spaces to foster collaboration; Flexibility to adapt to new teaching innovations; New building - attractive and inviting to others</td>
<td>Student satisfaction - instructor satisfaction; Increased capacity of better space. More good classrooms with the right technology;</td>
</tr>
</tbody>
</table>

### Overall College Management

<table>
<thead>
<tr>
<th>Student recruitment; Tapping the right experts</th>
<th>Faculty/student ratio</th>
</tr>
</thead>
</table>

### Expand "horizons" of ACES undergrad experiences

The idea here is to get the students out of the classroom to broaden their perspectives of real world problems. Could involve study abroad, integration with extension, using UI farm facilities (i.e. generating IU's)

<table>
<thead>
<tr>
<th>Study abroad capacity</th>
<th>Increased number of students studying abroad and number of countries</th>
</tr>
</thead>
</table>

### Evolving Ideas (Make Us Better)

<table>
<thead>
<tr>
<th>Idea</th>
<th>Resources</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy “Center” around climate change</td>
<td>Taking stock of what is going on now</td>
<td>New course offerings</td>
</tr>
<tr>
<td>More specialized faculty (teaching or research) or outreach</td>
<td>Budget department, Department heads, Faculty</td>
<td>Student reviews/evaluation criteria of professors is clear and professors are held accountable for reviews; Hiring more outreach faculty; Clarify metrics to determine quality of faculty</td>
</tr>
<tr>
<td>Restructuring Capacity for Teaching and Research</td>
<td>Creativity in meeting space needs; Modular classrooms; Incubator space for new classes; Assess tenure tracks/specialized faculty ratio; Adaptive assessment teaching and research</td>
<td>Course Housing Ratio</td>
</tr>
<tr>
<td>Increasing short-term opportunities for cross-disciplinary learning (student led courses, leads to discover interests)</td>
<td>Ad hoc advisors; funding</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Farm, arboretum, feed mill, other resources: improve educational and outreach impacts</td>
<td>These facilities have under-realized opportunities</td>
</tr>
<tr>
<td>Strategic investment in the career development pathways of ACES students</td>
<td>Invited employer speakers in classes/seminars</td>
</tr>
<tr>
<td>Dedicated online platform to deliver ACES Education/training programs</td>
<td>Enrollment with 5 years, classroom vs. $</td>
</tr>
<tr>
<td>Diverse faculty and students</td>
<td>More recruitment and scholarship dollars</td>
</tr>
<tr>
<td>Increased enrollment; Satisfaction surveys</td>
<td></td>
</tr>
<tr>
<td>Expand experiential learning - include study abroad, workforce prep, interdisciplinary</td>
<td>Partnerships - international, institutions, industry; People to lead programs; Incentives - to lead, to offer, etc.; Defined outcomes</td>
</tr>
<tr>
<td>Surveys - ask how value added for both participants + students; Number of students involved; Qualitative indicator of why transformative (attitude prospective); Language proficiency and cultural competency</td>
<td></td>
</tr>
<tr>
<td>Build up capacity in online learning</td>
<td>Build out our own teaching technology and infrastructure independent of CITL; Physical space for recording studio. Staff to help build course modules</td>
</tr>
<tr>
<td>Increased online enrollment/course offerings</td>
<td></td>
</tr>
<tr>
<td>Digital by Design; The concept of digital infrastructure came up in several of our discussions. It is needed to support UG ed, extension and research. Digital by design means that we are strategic and intentional in discussion, digital infrastructure needs from the start.</td>
<td>Financial commitment</td>
</tr>
<tr>
<td>Increase online courses</td>
<td></td>
</tr>
</tbody>
</table>

### Moonshot Ideas (Change the Game)

<table>
<thead>
<tr>
<th>Idea</th>
<th>Resources</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase 4-H / Rural Enrollment</td>
<td>Integration between 4-H / curriculum; Funds for Scholarships</td>
<td></td>
</tr>
<tr>
<td>University demonstrates greater commitment to climate change</td>
<td>Faculty in ACES; Extension; ACES Administration; Public/private partnerships; NSF/EPA</td>
<td>Reduce community food insecurity by 10%; Reduce carbon footprint on campus</td>
</tr>
<tr>
<td><strong>允许灵活、跨学科的专业研究机会</strong></td>
<td><strong>阻碍；部门隔离</strong></td>
<td><strong>缓解；预算模型/IU的</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>允许更广泛的教育机会（允许研究、教学和扩展领域的实习机会）</td>
<td>预算限制/领导部门</td>
<td>预算模型/IU的</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gates Endowed College of ACES</strong></th>
<th><strong>无资源限制</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES承诺的多样性、包容性和健康社区</td>
<td>学生服务；支持ACES各学科的课程；教职员工培训；相关研究的种子基金；为所有学生购买计算机</td>
</tr>
<tr>
<td></td>
<td>学生保留；扩大该领域的课程资助；% URM - 研究生；学生的气候调查；</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>创建国际大学。伊利诺伊州有丰富的国际参与历史。这一概念是我们在国际大学间建立战略、广泛和有意的伙伴关系，覆盖整个土地grant使命</strong></th>
<th><strong>财务投资来自ACES。访问国际研究资金</strong></th>
<th><strong>增加联合研究。增加UIUC学生出国/增加国际学生在UIUC；教师交流，学术休假</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>增强学生接触设施 - 招募最好的年轻人</strong></td>
<td><strong>改进部门合作，为学生创造“自定义”学位。</strong></td>
</tr>
<tr>
<td></td>
<td><strong>与其它伊利诺伊州农业学院合办远距离/联合项目。</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Comprehensive list of ideas generated

- 联合ACES/Extension和教育学院在线硕士课程，为青年工作和公共参与的专业人士提供。
- 从4-H到入学/奖学金的途径进入ACES/伊利诺伊州(U of I) (Nebraska模型)
- 创建一个马疗法项目
- 创建动物疗法证书
- 目标学生招聘/项目宣传至伊利诺伊州农村人口
- 改善学生接触设施 - 招募最好的年轻人
- 改善部门合作，为学生创造“自定义”学位。
- 与其它伊利诺伊州Ag学院合作提供远程/联合项目。
• Keep student involvement in research but create guidelines for these experiences.
• Keep the teaching training for new faculty.
• Re-engage with student clubs and organizations. They know people and have established networks - Greek system, Field and Furrow, etc.
• More competitive cost-wise - level recruiting playing field
• Creation of integrative feed/grain science undergrad/grad program
• Hands-on learning
• New programs
• Invest in undergraduate field based learning/research opportunities - can include human conditions, health.
• Needs to be more hands on learning activities
• Expand community partnerships and leverage resources to find ways to increase the health of families in Illinois (resiliency) Become the resource
• Joint degree with university in china
• Climate change program/classes
• Develop an international agriculture MS program
• Hire more teaching faculty
• Provide access to modern classrooms that can seat 50-300 students - during traditionally desired class times
• Spend time thinking through logistical and facilities needs related to increasing enrollment.
• Support faculty in developing and measuring transformative learning experience.
• Continue to support specialized faculty through recognition and professional development.
• Enhance faculty award-systems for teaching and advising when appropriate.
• Visual programs like "buy scope" about simple processes in a lab.
• Strengthen corporate/career pipelines for students
• Create more infrastructure for undergraduate internship experiences in industry and NGO's, etc.
• Provide training for faculty/staff in changing needs of today's student – under-represented groups especially.
• Strengthen department ties with extension and outreach (i.e. ice grants) Awareness
• Continue developing opportunities for hands-on learning, specifically in areas where technology is quickly changing the work place.
• Hands on courses that provide real life experiences
• Student learning experiences that align with an impact - societal impact/personal impact
• Prepare students for changing world (diverse, global, technological)
• Besides focus on increasing recruitment of students from underrepresented groups, provide support to make sure they graduate and find jobs or placement in grad school
• Increased emphasis across ACES on improving the technical writing skills of students - undergraduate and graduate
• Feed management major or adding other majors as we make investments in new areas
• Encourage internship opportunities for students in ACES for resources, extension, and education
ILINOIS ACES

- Research/develop untapped talent in students (diversity, neuro-diversity)
- Allow for interdisciplinary studies, flex majors
- Expand online graduate education programs.
- Selective study for new undergraduates.
- Support diversity students, faculty staff
- Bring extension into the teaching part of our mission
- Transformative learning: create a "DARS" like platform to track student experiential learning, internships/job shadows, etc.
- Bridge learning with real world experience-internships across the state with industry and extension
- Invest in RAP and MANNRS
- Example: greenhouse - Do a "college for kids" at a local level so the community can discover ACES at an earlier age. (Not explore ACES)
- Create and sustain an inclusive environment (supportive, not merely "tolerant")
- Offering undergraduate degree programs that do not require campus residency - accessibility and affordability
- CTL online programs - degree/undergrad, certificate, graduate
- Invest in "out of the classroom" - learning opportunities (ex. Judging teams)
- TL (transformative learning) - experiential learning - residential and online
- More capstone experiences for students, possibly cutting across ACES units.
- Elevate ACES leadership courses to a campus GenEd requirement.
- New "Food systems" remote major
- Enhancement of teaching and learning
- Swap the class have students going to another class for 4 days. ACES Abroad
- Public service fellowships via EPECC in place
- Internships with companies - $1/2 ACES and $1/2 company
- Expanded research opportunities for undergraduates
- Build greater awareness of ACES majors as avenues to professions
- Market our engagement in student success
- More closely align P & T requirements with goal of transformative learning and teaching - in hands-on learning throughout ACES, not just teach but teach to do
- Centers for student success - tutoring, mentorship, mental health
- More teaching assistants to facilitate transformative learning
- Increase number of teaching faculty
- Develop pipeline for CS+ majors
- Transformative learning (and technology), increase collaboration with students, Siebel center for design to provide course offerings built around human centered design and design thinking
- Balance of technology and in person teaching, training for professors in how to do that
- Reward online education
- Transformative learning (and teaching), expand reach in online education with new programs being brought online
• Grow more scholarships for students - money for recruitment of undergraduate students. All out of state students receive tuition waiver.
• Expand recruitment of prospective students outside Illinois
• Increase money for students to complete life changing activities - study abroad, UG research, off campus internships
• Make off-campus internships a requirement for graduation
• Make public service/volunteerism a requirement for graduation.
• Create ACES undergraduate research publication
• Promote and encourage innovation and creativity
• Offer a college-level certificate program for experiential learning (similar to what ACE has, but expanded to accommodate all majors)
• More college-wide courses relevant for broad professional success (interpersonal intelligence, scientific writing, supervising others)
• Expand IGNITE program to engage more students in undergraduate research.
• Invest in transforming portions of UIUC arboretum into outdoor learning space for sustainability and natural resources
• A program similar to Knights of St. Patrick from England but for ACES juniors and seniors
• Spring break or early summer professional development trip for freshman or sophomore students to visit employers
• Study abroad trip/US based trip focused on urban ag/vent. Farming visits for all ACES students
• More focus on career pathways (besides being an academic) for students (undergrad and grad)
• Develop (better) working relationships with local school districts and non-profits
• Increase presence of youth and high school groups on campus. FFA , 4H
• Promote problem-solving in teaching and learning
• Offer college wise Illini summer academies geared towards freshman and sophomores in high school
• Online teaching is being promoted as the future and needed but we are stuck with Compass 2G... Can we do better?
• Teach and expand and innovate online ideation programs - in college and all departments
• Get online undergrad programs
• Students need hands-on learning but facilitating those experiences while running a traditional class with exams and grades is challenging. Can we do something to support professors in this way? Provide support staff assistance? To coordinate resources?
• Expand opportunities for experiential learning with government and non-profits
• Encourage university to include extra support for teaching laboratories in IU calculations so departments provide more labs
• Use of technology to link ACES classrooms and labs with other classrooms, labs, and institutions around the world.
• Recruit more diverse student body
• 5 year "Co-op" program
• Industry focused internships
• Strategic relationships with industry leading companies
More opportunity for undergrad research to grow
Design thinking - REE
Build and maintain a comprehensive online platform for online teaching for undergrad and grad programs to provide marketing support to promote
More online programs - 18 month online MS dovetails from BS
Study abroad for graduate students
Study abroad programs
Nutrition and food without borders
Continuing development opportunities for teaching proxies
Grant program for students who wish to implement community-based initiatives
Increase service and experiential learning
Create a summer internship funded program
Enabling more hands on experiences and training for students
Avenues for cross disciplinary services
Premier evaluation methods for digitally delivered into idea support tools
Enhance high-impact learning opportunities. (undergrad research, study abroad, etc.)
Improve teaching laboratories
Increase access of study abroad opportunities for undergraduate students
Increase access to undergrad research - maybe create additional incentives for students and staff
Strategically attract more students from around the world in specific programs as 3+1, 3+2, professional options, non-thesis masters. Expand opportunities
Scholarships for UG (more)
Interdisciplinary PHD programs (e.g. sustainability, digital ag)
Learning - increase (or require) internships for undergraduate students, particularly those in and pursuing human services careers
International partnerships on grad programs
ACES living learning community - partner and housing
Social impact - have in-house graphic designers, videographers, photographers to help develop new teaching, extension images
Multi-university collaboration (UG program, extension)
Expand unique service-learning study abroad programs that serve students across campus
Study Abroad
Have a goal of 70% participation in study abroad
Expand international programs/study abroad opportunities to better position our students in a "global industry"
Experiential Learning
Promote academic programs in practical and applicable areas. Avoid using revenue generation as the motivation for program growth
Develop a college-wide strategy for online learning and invest in facilities
• Create skills-based child and family intervention academia, emotional programs - prep students to work effectively in health and educational settings (TAP, CDL)
• Every undergraduate student completes and experience with Illinois extension to solve grand challenges
• Interdisciplinary learning - combining students from multiple departments
• Design activities/courses/internships that will assist our students to enter the work force. "book vs. street smart"
• Set a stretch goal for undergrad enrollment - 4,000 by...?
• Career development workshops for graduate students with recruiters or hiring managers of locally relevant and globally pre-eminent organizations/institutions
• Increase students and faculty involvement in study abroad programs
• Hire more faculty with international humanitarian- focused work
• Enhancing the ability of faculty to take risks in teaching and research.
• More active learning classrooms
• New cutting edge ACES instructional facility
• Increased and improved classroom space
• Improved space for faculty/students interaction (community space)
• Build partnerships with departments in other colleges across campus
• More emphasis on joint degree programs that pull departments from across campus - e.g. the new computer science/animal science program
• Address social justice issues through partnerships among ACES depts., depts. across campus with community partners through extension
• Expand/improve online resources to support students and communities in rural areas (classes, extension, maybe even 4-H activities and programs)
• Cross college educational initiative in equity/inclusion/justice issues
• Hiring initiatives that lead the college into new areas
• Strategic thinking about how to meet teaching needs to cover emerging topics, even when they don’t coincide with identified research needs
• Think outside the box - make sure we are providing courses and research opportunities that align with industry needs and student interests
• Help students see a leadership role for themselves in their communities; prepare for civic participation
• More support for 1st gen and URM students
• Direct recruiting of minority students or students from under-represented countries
• Video version of Explore ACES to expand reach to HS’s further away and those who go to EOH, instead
• Increase recruitment of high school students across the state, including visits to high schools
• Continue to better articulate why ACES is the right fit and a good investment
• Self-guided field labs
• College-wide emphasis on online program building with cross-cutting certificate programs
• Increase opportunities on campus for students to apply knowledge gained in classroom to real life problems
• Student exp. More internships with extension to get real-world experience - grad/undergrad
• Opportunities in health/nutrition, community development, ag, youth education
• Interdisciplinary short courses for executives; instead of personal benefit, incentivize with extra research money
• Training for faculty and staff and students in science communication
• Study abroad - create unique service-learning programs
•Expose students to global challenges (courses abroad)
• Internship opportunities - hire someone to devote their time to do this
• Involve students in extension work in-state
• More aggressive with recruiting students especially for China and Chicago
• Continue to build urban agriculture and ag business development, entrepreneurs and startups
• Experiential, problem-based learning programs
• Require students in all majors to participate in an experiential learning program or field experience related to their field
• Formalize accessibility to undergrad research opportunities- perhaps create a larger college wide program
• Increase the number of students studying abroad by increasing accessibility and affordability
• Online programs in Chinese and Spanish
• Consider fully "remote" or non-resident degrees for some majors, not just online courses
• Moonshot goal 2 access student resources - create an international University of Illinois - partnership with overseas university - strategic alliance - allow free-flow with department students
• Integrate education into Carle - IL com
• Start a GenEd in ACES course or courses on the land-grant mission, required for all campus students
• Utilize our "outdoor labs" as instructional resources, courses in experiential learning
• Integrate UG teaching and extension
• Better integrate on campus research and extension
• Upgrade the farm facilities to enable greater use in student education - leverage the close proximity of the "outdoor labs" to core campus

**Online Comments**

Our online questionnaire also asked for individual feedback in response to the following questions: “What ideas can help ACES insure transformative learning experiences? What opportunities exist to align ACES goals and strategies with “The Next 150” campus plan?”

<table>
<thead>
<tr>
<th>Ideas for transformative learning experiences</th>
<th>Opportunities for alignment with campus plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the core individual with regard to critical thinking and the inner-strengths of leaders. Nurture a desire to apply skills learned for the betterment of society.</td>
<td>Assure student involvement with Extension, Discovery Partners and the Illinois Innovation Network.</td>
</tr>
<tr>
<td>Online or Extension-based programming for hard-to-reach workforce areas in the state.</td>
<td></td>
</tr>
<tr>
<td>Never forget that our university opened its doors FIRST as a teaching institution. Research,</td>
<td></td>
</tr>
</tbody>
</table>
extension and global are legitimate; but our primary focus must remain on educating undergraduates. That is the reason our university came into existence.

Support active learning and experiential learning.

Bridging high school and community college students to higher learning by embedding U of I faculty in the communities for boot camp math and reading/writing utilizing local Extension offices.

Extension offices in each of Illinois' 102 counties.