

SAMPLES OF INSTITUTIONAL MISSION STATEMENTS AND STATEMENTS ON TEACHING

Example 1: Research Institution-Michigan State University

Mission Statement

(The following statement was approved by the Board of Trustees on April 18, 2008.)

Michigan State University, a member of the Association of American Universities and one of the top 100 research universities in the world, was founded in 1855. We are an inclusive, academic community known for our traditionally strong academic disciplines and professional programs, and our liberal arts foundation. Our cross- and interdisciplinary enterprises connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society's rapidly changing needs.

As a public, research-intensive, land-grant university funded in part by the state of Michigan, our mission is to advance knowledge and transform lives by:

- *providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders*
- *conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally*
- *advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world*

<https://trustees.msu.edu/about/mission.html> accessed 5 May 2023)

Excerpted from Michigan State University's Promotion and Tenure Form

Evaluate the faculty member's scholarly contributions in **instruction**. Dimensions to be addressed may include (but are not limited to):

- *Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction;*
- *Non-credit instructional activities including the development of certificate programs, community programs, extension programming, etc.;*
- *International instruction such as instruction abroad, comparative/international courses on campus, etc.;*
- *Patient care activities in support of instruction;*
- *Academic advising (making clear what the appropriate responsibilities and expectations are); and*
- *Instructional activities in professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *SIRS forms; peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc.; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional/alumni recognition.*

Example 2: Comprehensive Public University-Grand Valley State University

1.1. Vision: *Grand Valley State University will prepare globally-minded citizens for the future they face and the communities they shape. Our community of educators will create and employ innovative approaches to liberal education and professional programs that center on and prepare students for a lifetime of continual learning and growth.*

1.2. Mission: *At Grand Valley State University, we empower learners in their pursuits, professions, and purpose. The University enriches society through excellent teaching, active scholarship, advancement of equity, and public service.*

(<https://www.gvsu.edu/policies/policy.htm?policyId=4A3F19A0-E349-1B7A-0CEB03648AF094B7&search=mission> accessed 5 May 2023)

Excerpted from Grand Valley State University Faculty Handbook

Effective Teaching. Effective teaching facilitates student learning and includes, but is not limited to, knowledge of the field taught, classroom and mentoring performance, and communication and human relations skills. Faculty members teach effectively by challenging and engaging students, by supporting their academic and professional growth, and by establishing and maintaining high academic standards. They address in their courses relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. They use appropriate pedagogies and relevant assessments of student learning. They contribute to revising or developing courses and curricula as needed by their units. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations.

Example 3: Liberal Arts Institution with a Religious Background-Calvin University

Mission

Calvin University equips students to think deeply, to act justly, and to live wholeheartedly as Christ's agents of renewal in the world.

Vision

By 2030, Calvin will become a Christian liberal arts university with an expanded global influence. We envision Calvin University as a trusted partner for learning across religious and cultural differences and throughout the academy, the church, and the world. Calvin University will be animated by a Reformed Christian faith that seeks understanding and promotes the welfare of the city and the healing of the world. We welcome all who are compelled by God's work of renewal to join us in the formative pursuits of lifelong learning, teaching, scholarship, worship, and service.

(<https://calvin.edu/about/who-we-are/> accessed 8 May 2023)

Excerpted from Calvin University's Teaching Handbook

Teaching is the primary vocation and responsibility of the Calvin College faculty. At Calvin, teaching is the intentional and systematic engagement of students in vigorous liberal arts and professional education. Effective teaching of college students includes exploring, transmitting, assessing, preserving, transforming, and shaping the intellectual, artistic, and moral achievements of human culture. Effective teaching also includes developing competencies expected of college-educated persons in society. The aims of teaching are to develop knowledge, understanding, and critical inquiry; to encourage insightful and creative participation in society; and to foster thoughtful, passionate commitments to do God's work in God's world. Effective teachers are themselves enthusiastic learners. They have prepared themselves with educational and professional experiences to be practicing members of the academic community.

Their acquaintance with a body of knowledge is active rather than passive, and what they pass on to their students is knowledge they have appropriated for themselves.

Effective teachers are intellectually alert. They are aware of developments in their academic field, understand the context of the ideas within the field, and are alert to changes in society that may shape the meaning and significance of the ideas. They read and contribute to publications; they participate in professional conferences. Their involvement in the broader educational community and its intersection with society should be a model of professional life for their students. Effective teachers establish a relationship that invites students into the arena of academic study in which together they struggle toward discerning, claiming, and living the truth. These teachers model conviction, display enthusiasm for their subject matter, and engage indifferent students. Effective teachers have a compelling sense of mission that takes courses beyond the humdrum to memorable intellectual and spiritual experiences.

Example 4: Minority-Serving Institution-Howard University

Mission Statement

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community. (<https://howard.edu/about/mission> accessed 8 May 2023)

Excerpted from Howard University's Faculty Handbook

Appointment to the faculty of Howard University carries with it responsibilities for excellence in teaching, the intellectual growth of students, high scholarship, and the improvement of society. In addition, faculty members have a responsibility to participate in the life and operation of the university and particularly the department and school or college of their appointment The faculty members' pursuit of teaching excellence is a life-long commitment and includes the following specific responsibilities:

- (a) To have a firm command of their subjects and to keep abreast of new developments.
- (b) To select teaching strategies that facilitate the learning process and to communicate their subjects effectively.
- (c) To instruct classes at the scheduled time and place, in a manner consistent with the course content and course credit approved by the appropriate faculty body. When the faculty member is unable to meet a class, the department office must be notified and arrangements made for substitute instruction or for the class to be notified concerning cancellation. Make-up classes shall be rescheduled at a time reasonably convenient for students.
- (d) To design and evaluate conscientiously all student work with impartiality; and to complete grading in a timely fashion according to the schedule of due dates announced by the Office of the Registrar. Moreover, students will be given an opportunity to receive an explanation of the grade assigned.
- (e) To provide each student with a written syllabus or course guide summarizing the objectives and requirements of their courses, the textbooks or other sources to be used, and the applicable attendance and grading rules.

- (f) To avoid unacceptable discriminatory conduct based on such factors as race, color, religion, national origin, sex, sexual orientation, disability or handicap, age, or political beliefs. Accordingly, faculty members must be sensitive to the harmful consequences of professorial or student conduct or comments in classroom discussions or elsewhere that perpetuate stereotypes or prejudices involving such factors.

Example 5: Community College-Jackson Community College

Mission

Together we transform lives.

Together we inspire and

Vision *Jackson College is a world-class institution of higher education where learners succeed and community needs are met.*

(<https://www.jccmi.edu/office-of-the-president/mission-documents/> accessed 8 May 2023)

Excerpted from Jackson Community College Faculty Manual

The primary focus of community College faculty is teaching. During the first four years of annual contract status, faculty create, develop and fine-tune learning environments that stress active participation by students, that offer a variety of classroom techniques for learning, and that use available and emerging technology and other alternate modes of information delivery.

Hand in hand is the recognition of the value of assessment in improving learning environments. Assessment at JC occurs on several levels: within the class, course and program review, and institutional. Classroom assessment takes place at the individual classroom level more or less continually as faculty determine how students are succeeding in completing course objectives. Student feedback surveys provide necessary and valuable information. In the second through fourth years, faculty are also evaluated through classroom observation and reporting by peers from the mentoring team and the dean. The Associate Degree Outcomes (ADOs) are the overarching knowledge, skills and abilities we have determined our graduates should have. Every course in the institution contributes to these outcomes in some way. Once a year faculty report student success for each course they teach in terms of the ADOs. These data are aggregated and analyzed to give us a snapshot and trends of student achievement on a more global level.