



Strategic Plan

2025/26 – 2027/28

Table of Contents

Executive Summary	1
Vision, Mission, & Goals	1
Environmental Scan	3
Connecting to UNC’s Vision 2030	4
Strategic Priorities and Actions	5
Appendix A SOAR & ACE-POD Matrix Summary	10
Appendix B CETL Assessment Summary	11
Appendix C CETL Programming Plan	12

Executive Summary

Who We Are: The Center for the Enhancement of Teaching & Learning (CETL) at the University of Northern Colorado is dedicated to advancing teaching excellence, inclusive pedagogy, and academic innovation. CETL empowers educators to create transformative learning environments for all students. **Why This Strategic Plan Now:** This strategic plan responds to both evolving faculty needs and broader institutional goals. Informed by campus-wide assessments and national trends in higher education, the plan provides a roadmap to deepen our impact and align with UNC's strategic vision.

What CETL Aims to Do: CETL's work over the next three years will be anchored in three strategic priorities:

1. Advancing Inclusive and Equitable Teaching Practices
2. Strengthening Partnerships with Colleges and Departments
3. Scaling Instructional Innovation Through AI and Career-Integrated Teaching

How We'll Measure Success: Success will be evaluated through ongoing assessment of faculty engagement, program effectiveness, and contributions to student learning and retention. CETL will also track alignment with institutional goals and demonstrate progress through annual reporting.

Closing Statement: CETL is committed to leading pedagogical excellence at UNC. Through collaboration, innovation, and inclusion, we will continue to foster a vibrant teaching culture that supports the success of every student and instructor.

Vision, Mission, & Goals

CETL Vision

Building on a strong tradition of pedagogical excellence, the Center for the Enhancement of Teaching and Learning (CETL) strives to enrich the UNC community by providing educators—including faculty, instructors, and graduate students—with transformative learning opportunities in effective teaching and learning.

CETL Mission

CETL empowers educators by offering comprehensive support, inclusive training, and meaningful recognition to help them continually refine their instructional practices and promote equitable student success. Grounded in evidence-based practices, CETL provides professional development in curriculum design, teaching strategies, student learning, and classroom assessment. Our responsive programming fosters a campus culture that values and rewards teaching excellence.

We fulfill this mission by:

- Supporting new full- and part-time faculty through New Faculty Orientation and ongoing development sessions.
- Cultivating a culture of teaching excellence across all faculty and instructors.
- Encouraging communities of practice where educators can reflect on and enhance their teaching.
- Providing on-demand resources to support faculty in improving student learning outcomes.
- Identifying and addressing educators' needs in classroom teaching.
- Collaborating with campus partners to advance teaching and learning.

CETL Goals

Through CETL programs and services, community members will:

- Gain knowledge of evidence-based teaching practices.
- Increase confidence in applying effective teaching strategies.
- Implement more inclusive teaching practices.
- Recognize the importance of pedagogical metacognition in teaching.
- Appreciate the value of ongoing professional development in their teaching practice.

Environmental Scan

Our environmental scan helped us understand faculty needs, institutional goals, and trends shaping higher education. To aid this scan, we drew upon the following sources of data: CETL advisory board SOAR analysis, ACE-POD matrix applied to CETL operations, recent assessment data, UNC's Vision 2030, and a review of recent trends in higher education. Our environmental scan resulted in the following:

Internal:

- CETL provides high-quality professional development across career levels.
- There is a high demand for support around inclusive teaching.
- Faculty members are becoming increasingly interested in AI tools for teaching, but they need guidance.
- There is uneven engagement across colleges; there is a need for localized support.
- Faculty desire practical, discipline-specific PD.

External:

- UNC's strategic plan prioritizes student success and career readiness.
- AI is transforming teaching and assessment expectations.
- There are continued calls for greater equity and accessibility in teaching.
- Shifts in accreditation and accountability expectations for demonstrating teaching effectiveness.

This environmental scan highlighted the need to deepen college partnerships, expand inclusive pedagogy, integrate emerging technologies, and build a culture of reflective and data-informed practice.

Connecting to UNC's Vision 2030

CETL advances UNC's *Rowing, Not Drifting 2030* vision by promoting excellence in teaching and supporting inclusive, innovative, and student-centered learning environments. Grounded in evidence-based practices and a deep commitment to educational equity, CETL contributes to the following pillars of UNC's strategic plan:

UNC Vision 2030 Pillar	UNC Focus	CETL Contributions
Students First	All staff and faculty contribute to student success.	<ul style="list-style-type: none"> --Professional development for all educators --Research linking teaching practices to student learning and belonging --Support for new and continuing faculty across career stages
Empower Inclusivity	Value and engage diverse identities and experiences.	<ul style="list-style-type: none"> --Equity-minded pedagogy, UDL, and antiracist teaching --Learning communities and graduate student programming --Resources for inclusive curriculum design
Innovate & Create	Provide a high-quality, personalized student experience	<ul style="list-style-type: none"> --Workshops on instructional innovation and assessment --Support for pedagogical metacognition and creative teaching --Encouragement of experimentation with new modalities
Enhance & Invest	Provide and support professional development; improve campus climate	<ul style="list-style-type: none"> --Ongoing faculty development and just-in-time support --Annual Teaching & Assessment Symposium --Support for implementing new strategies
Connect & Celebrate	Foster community and celebrate achievements	<ul style="list-style-type: none"> --Cross-disciplinary learning communities and cohorts --Events that spotlight and honor teaching innovation --Cultivation of campus pride in excellent teaching

Priorities, Strategies, and Actions

Priority 1: Strengthen Partnerships with Colleges and Departments

CETL will deepen collaboration with colleges and departments to provide discipline-specific, locally relevant support. Through college teaching coaches, targeted workshops, and active participation in college PD, we will advance teaching excellence across campus.

Strategy A: Localize CETL support in colleges.

<i>Year 1 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Recruit and support College Teaching Coaches. 2. Co-create college-specific materials related to strategic plan topics 3. Edit and share CETL's Services Menu customized for colleges. 	<ol style="list-style-type: none"> 1. Commitment from one Teaching Coach in each UNC college 2. Create three materials: inclusive pedagogy/UDL/trauma, AI, and career integration. 3. CETL's Services Menu customized and shared with colleges.
<i>Year 2 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Begin college-level Teaching Coaches 2. Co-create additional college-specific resources 	<ol style="list-style-type: none"> 1. 50% Teaching Coaches disseminate discipline-specific guides; 50% Teaching Coaches present at college PD days; 50% Teaching Coaches hold at least 1 consultation 2. Each college will create two additional resources
<i>Year 3 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Continue College Teaching Coaches 2. Establish/Continue CETL representation at college-level retreats/meetings 	<ol style="list-style-type: none"> 1. 100% Teaching Coaches disseminate discipline-specific guides; 100% Teaching Coaches present at college PD days; 100% Teaching Coaches hold at least 1 consultation 2. 100% Teaching Coaches represent CETL at annual meetings.

Strategy B: Build regular, structured communication channels with leadership.

<i>Year 1 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Meet with all deans and associate deans. 2. Establish quarterly check-ins with college leadership. 	<ol style="list-style-type: none"> 1. Meet with 100% of deans and associate deans 2. Quarterly meetings on calendar
<i>Year 2 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Establish biannual standing meetings with all college leadership 2. Gather feedback from leadership 	<ol style="list-style-type: none"> 1. >75% leadership meetings confirmed 2. Leadership Satisfaction scores
<i>Year 3 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Maintain meetings and integrate into CETL's annual reporting 2. Refine communication strategies as needed 	<ol style="list-style-type: none"> 1. >85% attendance at all meetings; integrated in annual report 2. Changes made if needed

Strategy C: Align CETL initiatives with college and departmental teaching needs.

Year 1 Actions	Metrics
<ol style="list-style-type: none"> 1. Identify college-specific participation data of previous CETL programs 2. Highlight college-focused partnerships 	<ol style="list-style-type: none"> 1. Assessment data review complete and disaggregated by college 2. Partnerships identified
Year 2 Actions	Metrics
<ol style="list-style-type: none"> 1. College Teaching Coaches present at college PD 2. Support two college FLCs 	<ol style="list-style-type: none"> 1. 75% Teaching Coaches present at college PD 2. Programs launched
Year 3 Actions	Metrics
<ol style="list-style-type: none"> 1. College Teaching Coaches present at college PD 2. Continue aligning programming 3. Support additional college FLCs 4. Include Partnership Impact Report into CETL's annual reporting 	<ol style="list-style-type: none"> 1. 100% Teaching Coaches present at college PD 2. Leadership and Faculty feedback collected 3. One-two programs launched 4. Integrated into reporting
Priority 2: Advance Inclusive and Equitable Teaching Practices CETL will support faculty in creating learning environments where all students thrive. We will promote inclusive course design, trauma-conscious teaching, and equitable assessment to reduce gaps in student success across UNC.	
Strategy A: Expand faculty capacity in inclusive teaching strategies.	
Year 1 Actions	Metrics
<ol style="list-style-type: none"> 1. Offer inclusive pedagogy programs on UDL and inclusive practices. 2. Edit and disseminate inclusive course design on-demand materials. 	<ol style="list-style-type: none"> 1. Two programs offered; >75% attendees promote ; >75% report change in teaching 2. 100% Teaching Coaches report successful dissemination; N of website hits accessing on-demand materials
Year 2 Actions	Metrics
<ol style="list-style-type: none"> 1. Increase participation in inclusive pedagogy programs over year 1. 2. Partner with collaborators to offer programs on HIP as an inclusive teaching practice. 	<ol style="list-style-type: none"> 1. More N attendees compared to Year 1; >80% promote; >80% report change in teaching 2. Two HIP as inclusive practice programs offered
Year 3 Actions	Metrics
<ol style="list-style-type: none"> 1. Increase participation in inclusive pedagogy programs over year 2. 2. Launch a HIP mini-grant program for faculty to design and evaluate HIPs in their classes. 	<ol style="list-style-type: none"> 1. More N attendees compared to Year 2; >85% promote; >85% report change in teaching 2. Award 2-4 HIP mini-grants
Strategy B: Embed equity-focused approaches into course design and teaching practices.	
Year 1 Actions	Metrics
<ol style="list-style-type: none"> 1. Audit and curate existing course design and assessment resources. 	<ol style="list-style-type: none"> 1. Launch of the "CETL Equity Resource Toolkit"

2. Partner with key campus collaborators to plan programs.	2. Two campus collaborators to co-develop design and assessment programs (e.g., Office of Assessment)
<i>Year 2 Actions</i>	<i>Metrics</i>
1. Promote course design and assessment resources. 2. Facilitate department-based workshops on equity in course design and program-level assessment. 3. Emphasize equity-focused consultations in College Teaching Coaches.	1. Number of website visits 2. 50% unit-based workshop participation 3. 50% Teaching Coaches hold at least 1 equity consultation
<i>Year 3 Actions</i>	<i>Metrics</i>
1. Refine and sustain resources. 2. Facilitate department-based workshops on equity in course design and program-level assessment. 3. Highlight successful equity-focused course design.	1. Materials updated 2. 75% unit-based workshop participation 3. Host an “equity in teaching” showcase at the Annual Teaching & Assessment Symposium
Strategy C: Increase equitable student engagement through faculty use of high-impact practices.	
<i>Year 1 Actions</i>	<i>Metrics</i>
1. Conduct CETL Needs Assessment including HIP measures. 2. Collaborate with relevant campus partners to map existing HIP practices. 3. Develop introductory HIP workshops.	1. Needs assessment completion rate and analysis report 2. Existing HIP practices mapped 3. Three introductory HIP workshops
<i>Year 2 Actions</i>	<i>Metrics</i>
1. Create a HIP Resource Landing Page 2. Implement introductory HIP workshops 3. Launch a HIP Faculty Learning Community 4. Increase college- and discipline-specific knowledge of HIPs.	1. Launch “CETL HIP Resource Toolkit” 2. N faculty participating; >75% promote; >75% report change in teaching 3. N faculty participating in HIP FLC and completion rates; examples of course changes made during FLC 4. 50% Teaching Coaches create and disseminate discipline-specific HIP guides; 50% Teaching Coaches present on HIP as equity strategy at college PD days; 50% Teaching Coaches hold at least 1 consultation
<i>Year 3 Actions</i>	<i>Metrics</i>
1. Collaborate to publish a HIP impact report 2. Highlight successful implementation of HIPs at UNC 3. Sustain and expand HIP FLC. 4. Increase college- and discipline-specific knowledge of HIPs.	1. Publish report 2. Host a HIP showcase at Annual Teaching & Assessment Symposium 3. Increase N participating; one advanced HIP FLC. 4. 100% Teaching Coaches create and disseminate discipline-specific HIP guides; 100% Teaching Coaches present

	on HIP as equity strategy at college PD days; 100% Teaching Coaches hold at least 1 consultation
Priority 3: Enhance Instructional Innovation CETL will foster instructional innovation by helping faculty use emerging tools, like AI, and career readiness frameworks to enrich teaching. We will expand high-impact practices and support faculty in designing engaging, real-world learning experiences for students.	
Strategy A: Leverage Artificial Intelligence to support teaching and learning.	
<i>Year 1 Actions</i>	<i>Metrics</i>
1. Conduct CETL Needs Assessment including AI measures. 2. Offer advanced webinars 3. Audit and curate existing resources	1. Needs assessment completion rate and analysis report 2. N faculty participating; >75% promote; >75% report change in teaching 3. Launch "CETL AI Resource Toolkit"
<i>Year 2 Actions</i>	<i>Metrics</i>
1. Launch a Faculty Learning Community on teaching with AI. 2. Increase college and discipline specific knowledge of AI	1. Program launched 2. 50% College Teaching Coaches create and disseminate AI use guides; 50% College Teaching Coaches present AI at college PD; 50% Teaching Coaches hold at least 1 consultation
<i>Year 3 Actions</i>	<i>Metrics</i>
1. Sustain and expand AI FLC. 2. Increase college and discipline specific knowledge of AI 3. Highlight successful implementation of AI in teaching and learning at UNC.	1. Program launched 2. 100% College Teaching Coaches create and disseminate AI use guides; 100% College Teaching Coaches present AI at college PD; 100% Teaching Coaches hold at least 1 consultation 3. Host an "AI in teaching" showcase at the Annual Teaching & Assessment Symposium
Strategy B: Integrate career readiness frameworks into course and assignment design.	
<i>Year 1 Actions</i>	<i>Metrics</i>
1. Review and document existing career readiness resources and outcomes. 2. Partner with Center for Career Readiness to align CETL programming. 3. Sustain or increase faculty participation in career readiness collaborative initiatives.	1. Disseminate Career Readiness Toolkit and affiliated presentations/manuscripts 2. Ongoing meetings/communication with CRC for alignment check 3. N participants remain relatively stable or increase over recent CETL assessments.
<i>Year 2 Actions</i>	<i>Metrics</i>
1. Increase college and discipline specific knowledge and practice of career readiness. 2. Sustained or increased faculty participation in career readiness collaborative initiatives.	1. 50% Teaching Coaches create and disseminate discipline-specific career readiness examples; 50% Teaching Coaches present at college PD; 50% Teaching Coaches hold at least 1 consultation

	2. N participants remain relatively stable or increase over Year 1
<i>Year 3 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Update career readiness resources and outcomes. 2. Increase college and discipline-specific knowledge and practice of career readiness 3. Sustained or increased faculty participation in career readiness collaborative initiatives. 	<ol style="list-style-type: none"> 1. Toolkit updated (if needed from CRC) and current website. 2. 100% Teaching Coaches create and disseminate discipline-specific career readiness examples; 100% Teaching Coaches present at college PD; 100% Teaching Coaches hold at least 1 consultation 3. N participants remain relatively stable or increase over Year 2
Strategy C: Expand the use of high-impact practices through innovative approaches.	
<i>Year 1 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Synthesize findings from CETL Needs Assessment 2. Collaborate with CRC and AI Teaching Coach to plan materials 	<ol style="list-style-type: none"> 1. Needs assessment completion rate and analysis report 2. Regular communication and planning
<i>Year 2 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Co-create faculty-facing materials 2. Highlight successful examples of HIP as innovation 	<ol style="list-style-type: none"> 1. Develop a one-page guide on digital literacy as career competency; develop two assignment templates 2. Showcase on website w/brief videos
<i>Year 3 Actions</i>	<i>Metrics</i>
<ol style="list-style-type: none"> 1. Sustain and Update CETL Toolkits 	<ol style="list-style-type: none"> 1. All toolkits aligned with AI, career, course design, equity, and HIP materials

Appendix A: SOAR & ACE-POD Matrix Summary

<p>Strengths</p> <p>Flexible faculty support</p> <ul style="list-style-type: none"> – New Faculty Orientation – Learning Communities – Teaching Toolkits – For all stages and disciplines <p>Opportunities to engage with pedagogy</p> <p>Access to teaching resources</p> <p>Commitment to inclusion and equity</p> <p>Responsiveness to emerging needs</p> <p>“CETL excels at supporting faculty through practical, approachable, and forward-thinking professional development.” — <i>CETL Advisory Board Member</i></p>	<p>Opportunities</p> <p>Expand partnerships</p> <p>Grow campus presence</p> <p>Lead faculty in adapting to tech and AI</p> <p>More promotion of events</p> <p>“Closer partnerships with individual departments or colleges may be nice... perhaps by coming into their faculty meeting or start of year retreat.” — <i>CETL Advisory Board Member</i></p>
<p>Aspirations</p> <p>More integration across campus</p> <p>“One Stop Shop” for faculty PD</p> <p>Greater influence</p> <ul style="list-style-type: none"> - Faculty mentorship - Teaching observations - Pedagogical research - Signature programs - Digital learning lab <p>Participation in professional organizations</p> <p>Present at conferences</p> <p>Pursue external funding</p> <p>“CETL would involve interdisciplinary connections between programs and colleges, serving as a hub for faculty development, instructional innovation, and pedagogical research.”</p> <p>— <i>CETL Advisory Board Member</i></p>	<p>Results</p> <p>Faculty participation</p> <p>Inclusive and innovative teaching</p> <p>Instructional improvement</p> <p>Deeper alignment with Vision 2030</p> <ul style="list-style-type: none"> - Support deans and chairs - Departmental planning - Shared resources <p>Track with:</p> <ul style="list-style-type: none"> - Feedback surveys - Self-reports - Student engagement/retention <p>“Clear metrics regarding realistic increases in faculty participation; both quantitative and qualitative evidence that CETL is making a meaningful difference in the teaching culture at UNC.”</p> <p>— <i>CETL Advisory Board Member</i></p>

The ACE-POD evaluations reiterate the findings of the SOAR analysis. Respondents describe CETL as a center that aligns well with UNC’s mission and provides valued support for faculty through relevant programs and strong online resources. However, significant limitations in staffing and funding restrict its ability to scale, deepen engagement, or expand its impact. While CETL has a positive campus reputation and offers responsive programming, contributors recommend greater integration into institutional planning, expanded collaborations, and stronger systems for assessing long-term outcomes.

Appendix B: CETL 2023-25 Assessment Summary

CETL

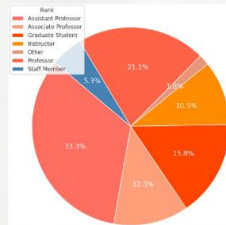
The Center for the Enhancement of Teaching and Learning at the University of Northern Colorado is committed to providing excellent pedagogical training. Results of our 2023-2025 assessment support that we are successfully fulfilling this commitment.

95% SAY WORKING WITH CETL IMPROVED THEIR TEACHING CONFIDENCE!



"My experience gave me the confidence to experiment with pedagogical approaches that I would not have approached otherwise....helped me realize I can make certain changes and embrace some pedagogical growing pains to maximize student learning."

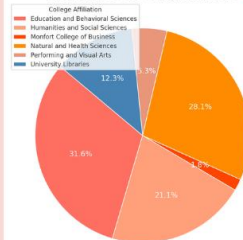
CETL is for everyone!



"The learning community provided a safe space to reflect on my own teaching and gain different perspectives from others."

"This community gave me ideas on how to improve student motivation - making class activities more applicable to their assignment or real life."

Distribution of UNC College Affiliations



- 90% agreed or strongly agreed that they were satisfied with their experiences
- 99% agreed or strongly agreed that the facilitator held their attention.
- 99% agreed or strongly agreed that what they learned will help them become a better teacher.

CHECK IT OUT!



of attendees of a CETL event would highly recommend it to a peer or colleague!

<https://www.unco.edu/center-enhancement-teaching-learning/>



Appendix C: CETL Programming Plan

FA25-SP26

Due to CETL's limited staffing we have adjusted our programming for FA25-SP26.

Fall 2025 Semester

Fall 2025 semester programming includes New Faculty Orientation & Development, the Certificate in College Teaching, and College Teaching Coaches.

- **New Faculty Orientation & Development:** This program begins with a two-day event on Monday August 18 and Tuesday August 19 followed by weekly sessions for new faculty on Thursdays 11-12 in Michener L012. Two of the semester events are meals; in fall 2025 the first is sponsored by the Office of Assessment and the second is sponsored by Instructional Design & Development.
- **Certificate in College Teaching:** This program is a self-paced two-year program for graduate students coordinated by a 9-hour/week GA.
- **College Teaching Coaches:** This program is an expansion of existing CETL programming. Beginning fall 2025, each college will have a CETL Teaching Coach (EBS: Kevin Pugh, HSS: Ather Zia, MCB: Maurice Harris, NHS: Natalie Pool, PVA: unassigned, UL: Stephanie Ward, HIP: Corinne Wieben) who is responsible for disseminating existing and newly created CETL materials on strategic plan topics to their college at annual meetings, PD days, and 1-1/unit consultations.

Spring 2026 Semester

Spring semester programming includes the continuing Certificate in College Teaching, CETL Spring Challenge, two Special Topics LCs, and the Teaching & Assessment Symposium.

- **Certificate in College Teaching:** This program is a self-paced two-year program for graduate students coordinated by a 9-hour/week GA.
- **CETL Spring Challenge:** This is an asynchronous game-based program where faculty participate to win prizes. Participants will watch webinars, read sets of articles, apply CETL resources, and reflect on the content and their teaching practices. There are also action-based activities such as peer observation, course evaluations, and consultations that faculty can participate in for additional points. The majority of the Spring Challenge is managed by a 9-hour/week GA, though the prizes do need faculty/staff involvement.
- **Special Topics LC:** There will be two Special Topics LCs in spring. The first is a repeat with a returning facilitator: Mindful Faculty = Mindful Students facilitated by Mike Kimball. The second is a resurrection but will need a new Canvas shell: Teaching Students how to Write facilitated by Tara Wood.
- **Teaching & Assessment Symposium:** This is a one-day event held each May that provides PD on teaching and assessment from campus experts and practitioners. It is co-hosted with the Office of Assessment. The Assessment Council and CETL Advisory Board help plan and promote.