



Center for the Enhancement of
Teaching & Learning

YEAR 1 STRATEGIC PLAN REPORT
DECEMBER 2020

Table of Contents

CETL Evaluation Scores	2
Overview	2
2020 CETL ACE/POD Matrix	
Scores	2
Year One Action Plans	8
Overview	8
Year One Accomplishments	9
Next Steps	11

CETL Evaluation Scores

Overview

CETL’s strategic planning process began in January 2020 with an evaluation of CETL using the ACE/POD Matrix, a recognized evaluation tool for faculty development centers. In January 2020 CETL scored a 41% on the ACE/POD Matrix indicating growth needs in all three Standards - Organizational Structure, Resources and Infrastructure, and Programs and Services. This established the 2022 goal: *By 2022 CETL will improve the ACE/POD Matrix score by 59%.*

CETL set action plans for 2020 with the goal of improving the ACE/POD Matrix score to 62%. CETL’s Revitalization Team reviewed CETL using the ACE/POD matrix in December 2020; the December 2020 score is 67%. Improving across all Standards, CETL improved its ACE/POD matrix score by 26% and exceeded the year-one goal by 5%. A detailed ACE/POD Matrix with scores follows.

Standard	January Score	2020 Goal	December 2020 Score	2021 Goal	2022 Goal
Standard 1: Organizational Structure	9/18 (50%)	11.5/18 (63%)	12.5/18	15/18	18/18
Standard 2: Resource Allocation & Infrastructure	7.5/15 (50%)	9/15 (60%)	10.2/15	12/15	15/15
Standard 3: Programs & Services	6/18 (33%)	11/18 (61%)	11.5/18	14/18	18/18
OVERALL SCORE	21/51 (41%)	31.5/51 (62%)	34.2/51 (67%)	41/51 (80%)	51/51 (100%)

2020 CETL ACE/POD MATRIX SCORES

STANDARD 1: ORGANIZATIONAL STRUCTURE		
	January 2020	December 2020
Overall Score	9/18 (50%)	12.5/18 (69%)
1a Mission, Vision, Goals	Beginning/Developing – Proficient/Functioning Center is crafting a mission, vision, and goals, and it is making a first attempt at aligning with campus priorities. CTL is in the process of writing a strategic plan. Center does not yet have an assessment plan and procedures for documenting and measuring effectiveness.	Proficient/Functioning Center has an articulated mission, vision, and goals and these align with the institution. Center has a strategic plan and initial process for documenting and measuring effectiveness. More work needed in assessment of CETL.
Score	1.5	2

1b Leadership	<p>Beginning/Developing – Proficient/Functioning</p> <p>Center leadership role is appropriate for institutional type, e.g., full-time director or release time for small college director; there is low turnover (average term of service at least three years).</p> <p>Center is researching and identifying qualifications, experience, and competencies for a faculty developer position, and makes evident the incumbent should demonstrate a commitment to diversity and inclusion.</p>	<p>Beginning/Developing – Proficient/Functioning</p> <p>No change in year 1</p>
Score	1.5	1.5
1c Staff Expertise and Preparation	<p>Proficient/Functioning</p> <p>Director has some experience managing an academic center or program. Director/staff have some background or experience that directly impacts educational development or student learning.</p>	<p>Proficient/Functioning</p> <p>Director has some experience managing an academic center or program. Director/staff have some background or experience that directly impacts educational development or student learning. Director gaining more experience in 2020</p>
Score	2	2.5
1d Institutional Placement	<p>Proficient/Functioning</p> <p>A formal center and/or an individual charged with responsibility for educational development has been identified.</p> <p>Center is one of several campus units that support instructors; director has implicit (unwritten) access to chief academic officers; director may report to a unit outside of central academic administration.</p>	<p>Proficient/Functioning</p> <p>No change in year 1</p>
Score	2	2
1e Collaborations	<p>Beginning/Developing</p> <p>Center is in initial stages of identifying mission-aligned collaborations or mergers.</p>	<p>Proficient/Functioning</p> <p>Center is cultivating mission-aligned collaborations or mergers (instructional technology unit is a common partner, but CTL may network with other units).</p>

		Services across units need better coordination or integration. CTL director/staff have limited influence on selection of instructional technologies, learning spaces, and resources that support teaching and learning
Score	1	2
1f Operational Procedures and Archives	Beginning/Developing Center is developing guidelines for organization's operation and creating mechanisms for transmitting institutional memory (e.g., records of programming, assessment activities).	Proficient/Functioning Center has some guidelines for organizational operation; mechanisms for transmitting institutional memory (records of past programming, assessment activities) are in place. Records may be in paper or digital format.
Score	1	2

STANDARD 2: RESOURCE ALLOCATION AND INFRASTRUCTURE		
	January 2020	December 2020
Overall Score	7.5/15 (50%)	10.2/15 (68%)
2a Budget	Proficient/Functioning Center has appropriate institutional budget, although it may fluctuate from year to year. Budget may encompass both programming and personnel costs, although personnel may be part of central administration budget. Funds are available to support the professional development of some Center staff.	Proficient/Functioning Center has appropriate institutional budget, although it may fluctuate from year to year. Budget may encompass both programming and personnel costs, although personnel may be part of central administration budget. Funds are available to support the professional development of some Center staff. Director has worked to effectively used budget and reallocate funds as needed.
Score	2	2.5
2b Location and Space	Beginning/Developing – Proficient/Functioning Center staff may be housed in a location separate from where programming and services are offered There is adequate office space for staff; access to a classroom, lab, and spaces for meetings	Beginning/Developing – Proficient/Functioning No change in year 1

Score	1.5	1.5
2c Staffing	<p>Beginning/Developing – Proficient/Functioning</p> <p>The committee/individual charged with leading the CTL is beginning to develop a background in the field of faculty/educational development</p> <p>CTL struggles to meet request</p> <p>CTL has an individual charged with supporting educational development. Center staff includes a director, although may be less than full-time. Staffing is relatively lean. At least one member of the CTL staff has a background in the field of educational development.</p> <p>Requests from faculty may exceed the staff's capacity</p>	<p>Beginning/Developing – Proficient/Functioning</p> <p>No change in year 1</p>
Score	1.5	1.5
2d Online Resources	<p>Proficient/Functioning</p> <p>Center may extend its reach via web pages that are current and easily navigable; some instructional resources and program materials may be available online.</p>	<p>Proficient/Functioning</p> <p>Restructured website, created a webinar library, created teaching toolkits and additional resources for instructors.</p>
Score	2	2.5
2d Communication and Reputation	<p>Beginning/Developing</p> <p>Communication is largely event-based and is accomplished through flyers, word of mouth, and emails.</p>	<p>Proficient/Functioning</p> <p>Regular communication is offered to the campus (e.g., via email, newsletter, or social media). CETL is beginning to develop a reputation for providing programs responsive to instructor/constituencies' needs. Some departments/appointment types may be overrepresented in attendance, while others may be underrepresented. Programming may be perceived as for certain departments/appointment types only, e.g., humanities, tenure-track faculty.</p>
Score	.5	2.2

STANDARD 3: PROGRAMS AND SERVICES		
	January 2020	December 2020
Overall Score	6/18 (33%)	11.5/18 (61%)
3a Scope	<p>Beginning/Developing</p> <p>Programs and services are responsive to the expressed needs of some CTL constituencies but are not fully aligned with Center mission and goals. Programs are limited in variety and ability to scale..</p>	<p>Proficient/Functioning</p> <p>Programs and services are responsive to expressed needs of many/ all CTL constituencies and are aligned with mission and goals. Programming may not be scalable, or largely targets a particular career stage, appointment type, or disciplinary area.</p>
Score	1	2
3b Target Audience	<p>Beginning/Developing</p> <p>Center programs and services target individual instructors</p>	<p>Beginning/Developing – Proficient/Functioning</p> <p>Center programs and services target individual instructors, including those with contingent appointments, post-doctoral fellows, or graduate students (as applicable for the institution).</p> <p>Center programs and services target cohorts that represent instructors at similar career milestones (e.g., new faculty), roles (e.g., non-tenure-track faculty), common interests or responsibilities (e.g., teaching crucial gateway courses, or teaching multicultural content), or those from the same academic department or program.</p>
Score	.5	2
3c Content	<p>Beginning/Developing - Proficient/Functioning</p> <p>CTL programs address course design, topics in teaching effectiveness</p>	<p>Proficient/Functioning</p> <p>CTL programs address course design, topics in teaching effectiveness</p> <p>Plus: CTL programs address curriculum and learner-centered design that is inclusive of all students, motivating and effective learning activities and assignments for culturally diverse classrooms, and fair and equitable assessment.</p>
Score	1	2

3d Approach	<p>Beginning/Developing - Proficient/Functioning</p> <p>CTL programs and services disseminate content related to teaching and support implementation mainly through one-time workshops, individual consultations, and self-help resources (e.g., online). Center may rely heavily on outsourced programming sources.</p> <p>Center offers an array of original programs</p>	<p>Proficient/Functioning</p> <p>CTL programs and services disseminate content related to teaching and support implementation mainly through one-time workshops, individual consultations, and self-help resources (e.g., online). Center may rely heavily on outsourced programming sources.</p> <p>Plus: Center offers an array of original programs (e.g., individual consultation with feedback, discipline-specific/customized workshops or seminars in a series, communities of practice, institutes/ retreats) that disseminate content related to teaching and strongly support implementation.</p>
Score	1.5	2.5
3e Reach	<p>Beginning/Developing</p> <p>Depending upon campus mission and size, CTL reaches a small fraction of instructors. Participation is not representative of appointment types, career stages, departments/colleges.</p> <p>CTL thinks strategically about how to incentivize participation, e.g., how to reach faculty with part-time or contingent appointments for whom developmental activities are not included as part of regular faculty work.</p>	<p>Beginning/Developing</p> <p>CTL reach is growing. Participation is somewhat representative of appointment types, career stages, departments/colleges</p> <p>Center is able to offer modest incentives to select constituencies to encourage and recognize engagement in CTL activities.</p>
Score	1	2
3f Impact	<p>Beginning/Developing</p> <p>Center collects data on the numbers of participants using services and self-reports of program value, usefulness, and satisfaction. Data are used for planning, resource allocation, and to inform and enhance programs and services.</p>	<p>Beginning/Developing</p> <p>No change in year 1</p>
Score	1	1

Year One Action Plans

Overview

Based on the ACE/POD Matrix scores, CETL established three main objectives in order to achieve the 2022 goal:

1. Develop an organizational structure that reflects an institutional commitment to educational development, teaching, and student learning.
2. Develop an infrastructure that supports sustainability and growth
3. Provide evidence-based, mission-aligned programming based upon instructor, student, campus, and university needs.

Each objective has correlating strategies; each strategy has 1-5 actions across the three-year plan. In Year 1 CETL set 28 actions; 20 actions were completed. CETL made progress on six actions and put two actions on hold due to either the restructure into the Division of Academic Effectiveness or campus strategic planning. The table on p. 9 provides details on the Year 1 Actions.

Year One Accomplishments

See table on p. 9.

Objective 1: Develop an organizational structure that reflects an institutional commitment to educational development, teaching, and student learning.	2020 Accomplishments
Strategy A: Align CETL mission, vision, and goals with the college's strategic priorities.	
<ol style="list-style-type: none"> 1. Create an articulated mission and vision 2. Align mission and goals with UNC's Vision 2030 3. Develop a strategic planning process 4. Develop processes for documenting and measuring effectiveness 	<ol style="list-style-type: none"> 1. Completed the mission and vision process in May 2020. Mission and vision can be found at https://www.unco.edu/center-enhancement-teaching-learning/about/ 2. Aligned CETL mission and vision with UNC's Vision 2030 document 3. Completed initial score of CETL with the ACE/POD matrix in January and developed the 3-year strategic plan in September 4. Began work toward this but moved deadline into Year 2 actions. assessment plan will be in place by AY 21-22. Spring 21 will be used to determine additional data points already collected at UNC. Longitudinal surveys will be created in AY 21-22 and implemented beginning AY 22-23
Strategy B: Establish effective CETL leadership.	
<ol style="list-style-type: none"> 1. Maintain a term for an interim director long enough to set and achieve goals 	Kim Black appointed a 3-year interim director in January 2020 with the goal of revitalizing CETL
Strategy C: Increase knowledge and abilities of CETL leadership and staff.	
<ol style="list-style-type: none"> 1. Conduct training needs assessment for director and staff 	Training needs survey sent Fall 2020. All CETL staff are in training for various job components. CETL director attended Educational Developer conference in November 2020.
Strategy D: Establish a place within the institution recognized as the principle faculty development unit at the college.	
<ol style="list-style-type: none"> 1. Increase programming focused on teaching 2. Determine space needs 	<ol style="list-style-type: none"> 1. Expanded the how learning works faculty learning community to two cohorts. Created a new graduate student and writing pedagogy LC to begin spring 2021. Developed four program tracks for focused PD in spring 21. Developed TIE program which started training facilitators in fall 20. 2. Space planning on hold due to COVID-19. Submitted space needs based on optimal staffing in fall 2020.
Strategy E: Establish college-wide collaborations and a voice in decisions that affect the CETL.	
<ol style="list-style-type: none"> 1. Determine potential campus partners for programming and services 2. Begin collaborating with units including, but not limited to, IDD, DSS, Graduate School, Division of Student Affairs, University Libraries, Provost Office, Equity & Inclusion, IM&T 	In 2020 CETL began collaborating with the following campus units: STEM-IEC, Disability Resource Center, Equity & Inclusion, Graduate School, Liberal Arts Council
Strategy F: Establish operational procedures and mechanisms for institutional memory.	

<ol style="list-style-type: none"> 1. Reorganize CETL SharePoint site 2. Determine online workflows for CETL project management 3. Determine mechanisms for archiving 	<ol style="list-style-type: none"> 1. Reorganization complete April 2020. Removed dated files 2. Created a Program Continuity Plan in November 2020 with timelines for all programming including communication plans, partnerships, technology, and catering. This is an internal document. 3. In progress, deadline of May 2021.
Objective 2: Develop an infrastructure that supports sustainability and growth	
Strategy A: Create a sustainable budget	
<ol style="list-style-type: none"> 1. Track budget for FY 21 2. Analyze last 5 years of budget expenses 	<ol style="list-style-type: none"> 1. Initial budget discussion with Kim Black took place in November 2020. Budget document and recommended budget document sent to Kim Black in November 2020 2. Review complete in November 2020. Determined areas to move existing account balances to cover programming in FY 21 and continue to grow programming for FY 22.
Strategy B: Establish adequate number of capable staff to fully support CETL goals and initiatives.	
<ol style="list-style-type: none"> 1. Determines staffing plan for CETL growth 	Drafted staff needs and two position descriptions (DEI full time and Assoc. Dir part time). Full staffing plan with all descriptions and possible banding info due June 2021.
Strategy C: Develop an online presence of resources and programming.	
<ol style="list-style-type: none"> 1. Redesign CETL website 2. Create a video library in UNC Institutional Repository 3. Begin developing robust online resources for teaching and learning 	<ol style="list-style-type: none"> 1. Website update completed Dec 2020. Tracking of usage will begin in spring 2021. 2. Created summer 2020, restructure plan in place with deadline of Jan 31, 2021. Library used regularly and all recorded sessions are in library. All webinars have ASL interpreters as of October 2020. 3. Toolkit section of website provides static workbook style resources
Strategy D: Establish channels of communication to promote programming and a positive reputation.	
<ol style="list-style-type: none"> 1. Meet with campus leadership groups to discuss CETL Revitalization 2. Create and maintain a means for regular communication and promotion to the university such as email, newsletter, blogs, social media 	<ol style="list-style-type: none"> 1. Met with all campus leadership SP 2020 2. Established the CETL Weekly in 2020; emails to all instructors go out each Tuesday. The Program Continuity Plan includes a communication plan for each program. All programs are now advertised in UNC Today, UNC social media, CETL Weekly, and direct emails to campus leaders as necessary.
Objective 3: Provide evidence-based, mission-aligned programming, based upon instructor, student, campus, and university needs.	
Strategy A: Establish a scope of programming responsive to UNC needs and plans.	
<ol style="list-style-type: none"> 1. Develop and implement a program for equity and inclusion in teaching 2. Develop faculty needs assessment to determine programming areas 	<ol style="list-style-type: none"> 1. TIE program developed over summer 2020 and facilitators trained in fall 2020. First cohort runs SP and FA 21. Collaboration with STEM-IEC

3. Audit current program offerings	2. On hold due to restructuring into Academic Effectiveness and campus-wide strategic planning 3. Audit complete fall 2020. Used most recent attendance numbers to determine focus for spring 2021.
Strategy B: Target programming for specific populations and needs.	
1. Develop CETL field experience for graduate students 2. Partner with Human Resources on adjunct faculty onboarding	1. Field Experience developed July 2020; advertised August 1, 2020. First FE student fall 2020. Adding an additional student in Spring 2021. 2. NFO: Fall 2020; HR and CETL have determined a communication plan for new faculty. No progress on adjunct onboarding.
Strategy C: Offer an array of longitudinal programming and services.	
1. Expand faculty learning communities	In 2020 we expanded How Learning Works and offered two cohorts. We began the Peer-to-Peer LC. Created the Graduate Student LC and Writing Pedagogy LC that begin January 2021.
Strategy D: Extend the CETL's reach.	
1. Assess reach in attendance based on college, career stage, appointment types	Updated demographic questions in 2020 for webinar RSVPs. Assessment of this will begin SP 21.

Next Steps

In 2021 CETL strives to improve the ACE/POD Matrix score by 13%, bringing the center's ACE/POD Matrix score to 80%. To achieve this goal CETL has set 23 actions across the three objectives for 2021.