



**Center for the Enhancement of  
Teaching & Learning**

**Year 3 Strategic Plan Report – Final Revitalization Report**  
**December 2022**

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## 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%*.

In 2020 CETL improved across all areas with an overall score of 67% and in 2021 improved the overall score to 81%. CETL set action plans for 2022 with the goal of improving the ACE/POD Matrix score to 100%. CETL staff scored CETL using the ACE/POD matrix in November 2022; the 2022 score is 90%.

Although we did not meet the ambitious goal of 100% on the ACE/POD Matrix, the CETL Revitalization was a success. We continued to improve our score on the ACE/POD Matrix each year, indicating growth in all three standards. A detailed ACE/POD Matrix with scores follows.

### 2022 CETL ACE/POD Matrix Scores

Standard	Jan 2020 Score	2020 Goal	Dec 2020 Score	2021 Goal	Dec 2021 Score	2022 Goal	Dec 2022 Score
Standard 1: Organizational Structure	9/18 (50%)	11.5/18 (63%)	12.5/18	15/18	15/18	18/18	17.4
Standard 2: Resource Allocation & Infrastructure	7.5/15 (50%)	9/15 (60%)	10.2/15	12/15	11.5/15	15/15	12.7
Standard 3: Programs & Services	6/18 (33%)	11/18 (61%)	11.5/18	14/18	15/18	18/18	16
OVERALL SCORE	21/51 (41%)	31.5/51 (62%)	34.2/51 (67%)	41/51 (80%)	41.5/51 81%	51/51 (100%)	46.1 (90%)

STANDARD 1: ORGANIZATIONAL STRUCTURE		
	January 2022	December 2022
Overall Score	15/18 (83%)	
1a Mission, Vision, Goals	Accomplished/Exemplary	Accomplished/Exemplary
Score	3	3
1b Leadership	Proficient/Functioning	Proficient/Functioning
Score	1.5	2.8
1c Staff Expertise and Preparation	Proficient/Functioning	Accomplished/Exemplary
Score	2.5	3
1d Institutional Placement	Proficient/Functioning	Accomplished/Exemplary

Score	2.5	3
1e Collaborations	Proficient/Functioning	Proficient/Functioning
Score	2.5	2.6
1f Operational Procedures & Archives	Proficient/Functioning	Accomplished/Exemplary
Score	2.5	3

<b>STANDARD 2: RESOURCE ALLOCATION AND INFRASTRUCTURE</b>		
	January 2022	December 2022
Overall Score	11.5/15 (76%)	
2a Budget	Proficient/Functioning	Proficient/Functioning
Score	2	2.5
2b Location & Space	Proficient/Functioning	Accomplished/Exemplary
Score	2	3
2c Staffing	Proficient/Functioning	Proficient/Functioning
Score	2	2.1
2d Online Resources	Accomplished/Exemplary	Accomplished/Exemplary
Score	3	3
2d Communication and Reputation	Proficient/Functioning	Proficient/Functioning
Score	2.5	2.5

<b>STANDARD 3: PROGRAMS AND SERVICES</b>		
	January 2022	December 2022
Overall Score	15/18 (83%)	
3a Scope	Accomplished/Exemplary	Proficient/Functioning
Score	3	2.8
3b Target Audience	Proficient/Functioning	Proficient/Functioning
Score	2.5	2.5
3c Content	Proficient/Functioning	Accomplished/Exemplary
Score	2.5	3
3d Approach	Proficient/Functioning	Accomplished/Exemplary
Score	2.5	3
3e Reach	Proficient/Functioning	Proficient/Functioning

Score	2	2.1
3f Impact	Proficient/Functioning	Proficient/Functioning
Score	2.5	2.6

## Year Three Action Plans

### Overview

CETL's strategic plan has three main objectives:

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.

### Year Three Accomplishments

In Year 3 CETL set 18 actions. We completed 12 actions. We made progress on three actions related to programming (see Objective 3, Strategy 3), but will be moving major planning of these to the next strategic planning process. One programming related action was not complete due to lack of staff time to devote to development; that will move to the next strategic planning process. One action was not complete because we decided to move any updates to our marketing plan to the next strategic planning process. Our action to increase full time FTE was not met because we did not receive funding for a new position.

The table on pp. 5-8 provides an overview of the Year 3 actions and accomplishments.

<b>Objective 1: Develop an organizational structure that reflects an institutional commitment to educational development, teaching, and student learning.</b>	<b>2022 Accomplishments</b>
Strategy A: Align CETL mission, vision, and goals with the college's strategic priorities.	
<ul style="list-style-type: none"> <li>1. Establish post-2022 strategic planning process with mission focused goals</li> <li>2. Launch CETL Assessment Plan</li> </ul>	<ul style="list-style-type: none"> <li>1. CETL staff and the advisory board drafted a strategic plan for AY 2023/25-AY 2025/26.</li> <li>2. CETL developed the assessment plan in summer 2022 and it launched in fall 2022.</li> </ul>
Strategy B: Establish effective CETL leadership.	
<ul style="list-style-type: none"> <li>1. Hire a permanent director with a competitive salary</li> </ul>	<ul style="list-style-type: none"> <li>1. CETL director was hired in July 2022.</li> </ul>
Strategy C: Increase knowledge and abilities of CETL leadership and staff.	
<ul style="list-style-type: none"> <li>1. Send CETL staff to at least one professional development opportunity</li> </ul>	<ul style="list-style-type: none"> <li>1. CETL staff attended a SoTL conference, Educause events, Magna workshops, and POD.</li> </ul>
Strategy D: Establish a place within the institution recognized as the principle faculty development unit at the college.	
<ul style="list-style-type: none"> <li>1. Enhance reputation of CETL among faculty</li> </ul>	<ul style="list-style-type: none"> <li>1. We implemented a Net Promoter Score (NPS) to track CETL reputation. In spring 2022 the NPS score was 58.7 with 69% of CETL participants indicating they would recommend CETL to a colleague. In fall 2022 the NPS score was 100%. These scores indicate that participants have positive perceptions of CETL offerings.</li> <li>2. CETL was approached in 2022 by various campus units and faculty to provide consultation and support.</li> <li>3. In 2022 CETL provided over 30 individual consultations with faculty, up from under 10 in 2021.</li> </ul>
Strategy E: Establish college-wide collaborations and a voice in decisions that affect CETL.	
	<ul style="list-style-type: none"> <li>1. CETL has established campus-wide collaborations. With the reorganization into the Division of Academic Effectiveness, CETL's involvement in campus decisions is now made at the Division level with different units within the Division representing Division needs across campus.</li> <li>2. CETL partnered with the Division of Diversity, Equity, and Inclusion (DDEI) to develop the Culturally Responsive Teaching &amp; Service Reflection Guide; this will be launched to campus in spring 2023.</li> </ul>
Strategy F: Establish operational procedures and mechanisms for institutional memory.	

1. Monitor usefulness of the Business Continuity Plan (BCP) and update as needed	1. The BCP is useful for continuing operations of CETL in the event of leadership changes and onboarding new staff.
<b>Objective 2: Develop an infrastructure that supports sustainability and growth</b>	
Strategy A: Create a sustainable budget	
	1. CETL developed a future staffing plan and budget in 2021. FY 23 budget decisions were made in spring 2022 and the CETL director advocated for the FY 23 projected budget.
Strategy B: Establish adequate number of capable staff to fully support CETL goals and initiatives.	
1. Increase full-time FTE	1. Funding for a new FTE was not provided in FY 23.
Strategy C: Develop an online presence of resources and programming.	
1. Develop a blended learning space 2. Expand online resources	1. Blended learning space established summer 2022 with new tech enhancements added in November 2022. Space can be used for hybrid and HyFlex learning. 2. The webinar library grew in 2022 to include 11 new offerings. In Fall 2022 CETL staff developed the new CETL Spring Challenge which is a fully online professional development offering launching in Spring 2023. We continue to see website usage with a low bounce rate of 26% indicating that users are engaging with the website. In 2022 there were over 1300 unique page visits to the homepage.
Strategy D: Establish channels of communication to promote programming and a positive reputation.	
1. Monitor and update communication plan as needed	1. We determined that the communication plan is effective. We will continue to monitor the plan and update as needed in the next strategic planning process.
<b>Objective 3: Provide evidence-based, mission-aligned programming, based upon instructor, student, campus, and university needs.</b>	
Strategy A: Establish a scope of programming responsive to UNC needs and plans.	
1. Develop and Launch a CETL Liaison program 2. Use 2021 needs assessment data to determine future programming	1. We launched the CETL Teaching Coaches pilot with four Coaches in fall 2022. 2. We used the needs assessment to determine the Coach topics for the pilot and the focus on grading for the fall 2022 webinar series. This also informed the spring 2023 learning community offerings.
Strategy B: Target programming for specific populations and needs.	
1. Develop programming for specific populations	1. We developed the Certificate in College Teaching for UNC graduate students and

2. Determine marketing options for specific populations	<p>modified it to be an asynchronous self-paced program. We will use this as the basis for adjunct support.</p> <p>2. We did not make progress on targeted marketing and will move this to the next strategic planning process.</p>
<b>Strategy C: Offer an array of longitudinal programming and services.</b>	
<ul style="list-style-type: none"> <li>1. Establish department-specific services</li> <li>2. Establish a process for individual consultations</li> <li>3. Evaluate delivery options for learning communities</li> <li>4. Develop a faculty-led/selected learning community program and process</li> </ul>	<ul style="list-style-type: none"> <li>1. We did not make progress on department-specific support due to staffing issues. We will include this in the next strategic planning process.</li> <li>2. We increased consultations by creating a consultation page and marketing consultations more. In Spring 2022 we had 7 consultations. In Fall 2022 we had 15 consultations. A program plan will be established in the next strategic planning process.</li> <li>3. We determined that all LCs except for TIE will be one semester and updated curriculum for HLW to support that choice. We are establishing a new Learning Theory LC and plans for that began in fall 2022. More of this planning will be in the new strategic planning process.</li> <li>4. We are slowly moving toward faculty-led spring learning communities. Two LCs for spring will be gamification and ungrading. This is a year 2 action for a new strategy in the 23-26 SP.</li> </ul>
<b>Strategy D: Extend the CETL's reach.</b>	
<ul style="list-style-type: none"> <li>1. Expand offerings to non-UNC educators</li> <li>2. Expand reach to UNC instructors</li> </ul>	<ul style="list-style-type: none"> <li>1. In Spring 2022 CETL opened all workshops in the inclusive teaching series to non-UNC participants. All webinars were full, with at least 25 attendees in each workshop. We received positive feedback from non-UNC folks. In 2022 over 500 non-UNC educators attended a CETL webinar.</li> <li>2. However, we did not expand reach for UNC participants and continue to see low numbers of attendance in live sessions. In spring 2022 there were 56 (unique) UNC participants and in fall 2022 there were 55 (unique) UNC participants. We continue to see the highest number of participants from CEBS, HSS, and NHS. We see more participation from Assistant Professors and Professors than Associate Professors.</li> </ul>

## Next Steps

Although we did not meet the ambitious goal of 100% on the ACE/POD Matrix, the three-year CETL Revitalization has been a success. We continued to improve our score on the ACE/POD Matrix each year, indicating growth in all three standards. We will spend Spring 2023 finalizing the new three-year strategic plan (2023/24-2025/26). The ACE/POD Matrix will be used to evaluate CETL operations as part of our larger Assessment & Evaluation process.