# Year 2 Strategic Plan Report

## December 2021

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## 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 a score of 67%. CETL set action plans for 2021 with the goal of improving the ACE/POD Matrix score to 80%. CETL staff and members of the CETL Advisory Board scored CETL using the ACE/POD matrix in December 2021; the December 2021 score is 81%. Improving in all three Standards, CETL improved its ACE/POD matrix score by 16% and exceeded the year-two goal. A detailed ACE/POD Matrix with scores follows.

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

## 2021 CETL ACE/POD Matrix Scores

| STANDARD 1: ORGANIZATIONAL STRUCTURE | | |
|---|---|---|
| | January 2021 | December 2021 |
| Overall Score | 12.5/18 (69%) | 15/18 (83%) |
| 1a Mission, Vision, Goals | Proficient/Functioning | Accomplished/Exemplary<br><br>Center has an articulated mission, vision, and goals, and these align with the institution.<br><br>Center has a strategic plan and initial process for documenting and measuring effectiveness of goal achievement through the strategic plan. Assessment plan complete. |
| Score | 2 | 3 |

| 1b<br>Leadership | Beginning/Developing –<br>Proficient/Functioning<br><br>No change in year 1 | Proficient/Functioning<br><br>CETL has a full-time director in a long-term interim role. A full-time director is appropriate for UNC.<br><br>Qualities for the leader and other staff positions are clear. CETL has a commitment to equity-minded leadership.<br><br>Staff are not sufficient for UNC size. For a teaching-focused institution, there should be more involvement from CETL Director in more high-level university decisions concerning teaching and learning. |
|---|---|---|
| Score | 1.5 | 2 |
| 1c<br>Staff Expertise and Preparation | Proficient/Functioning | Proficient/Functioning<br><br>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.<br><br>No change |
| Score | 2.5 | 2.5 |
| 1d<br>Institutional Placement | Proficient/Functioning<br><br>No change in year 1 | Proficient/Functioning<br><br>CETL more recognized on campus for providing effective teaching development programming.<br><br>Limited advocacy for CETL from administrators such as deans and provost such that CETL is not central to academic life on campus. |
| Score | 2 | 2.5 |
| 1e<br>Collaborations | Proficient/Functioning | Proficient/Functioning<br><br>CETL increased collaborations and is increasing partnerships each year to develop mission-aligned programming. |
| Score | 2 | 2.5 |
| 1f<br>Operational Procedures and Archives | Proficient/Functioning | Proficient/Functioning<br>CETL has developed archiving and business continuity plans. These plans will need to be evaluated in 2022. Records may be in paper or digital format. |
| Score | 2 | 2.5 |

| STANDARD 2: RESOURCE ALLOCATION AND INFRASTRCTURE | | |
|---|---|---|
| | January 2021 | December 2021 |
| Overall Score | 10.2/15 (68%) | 11.5/15 (76%) |
| 2a<br>Budget | Proficient/Functioning | Proficient/Functioning<br><br>Decline from Year 1 as CETL establishes more partnerships and programs. Stable budget not established, and budget does not yet absorb rates of fluctuation from year to year. Limited in long-term planning.<br><br>Center budget is funded proportional to campus mission, vision, and strategic direction. Budget encompasses programming, personnel costs, services (e.g., food, outside speakers), and supplies. Funds are available to support the professional development of all Center staff. |
| Score | 2.5 | 2 |
| 2b<br>Location and Space | Beginning/Developing – Proficient/Functioning | Proficient/Functioning<br>The Center has dedicated space and can be located without difficulty. There is adequate office space for staff; access to a classroom, lab, and spaces for meetings, programs, and events. Center space is inviting and adequately resourced, but design may not meet current demand/need and/or reflect pedagogical principles and practices. |
| Score | 1.5 | 2 |
| 2c<br>Staffing | Beginning/Developing – Proficient/Functioning<br><br>No change in year 1 | Proficient/Functioning<br><br>CETL 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 CETL staff has a background in the field of educational development. Requests from faculty may exceed the staff's capacity. |
| Score | 1.5 | 2 |
| 2d<br>Online Resources | Proficient/Functioning | Accomplished/Exemplary<br><br>Center significantly extends its reach via a dynamic online presence. Web pages are current and easily navigable. Instructional resources and program materials are online and may include asynchronous programming (webinars), electronic newsletters, blogs, and links to other print and visual materials. |

| Score | 2.5 | 3 |
|---|---|---|
| 2d<br>Communication and Reputation | Proficient/Functioning | Proficient/Functioning<br><br>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.<br><br>CETL provides proactive and timely outreach via email, newsletters, social media engagement, and "on the road" events. |
| Score | 2.2 | 2.5 |

| STANDARD 3: PROGRAMS AND SERVICES | | |
|---|---|---|
| | January 2021 | December 2021 |
| Overall Score | 11.5/18 (61%) | 15/18 (83%) |
| 3a<br>Scope | Proficient/Functioning | Accomplished/Exemplary<br><br>Programs and services are responsive to and advance needs and initiatives as defined by the institution, are aligned with CETL mission and goals, and are grounded in literature on teaching, learning, and educational development. A diverse array of programs is designed to reach broad campus constituencies. |
| Score | 2 | 3 |
| 3b<br>Target Audience | Beginning/Developing – Proficient/Functioning | Proficient/Functioning<br><br>Center programs and services target individual instructors, including those with contingent appointments, post-doctoral fellows, or graduate students (as applicable for the institution). 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 multi-cultural content), or those from the same academic department or program. Center collaborates with and disseminates to a wider audience beyond the institution, through online resources, programs, and scholarly communications (e.g., presentations and publications). |
| Score | 2 | 2.5 |
| 3c | Proficient/Functioning | Proficient/Functioning – Accomplished/Exemplary |

| Content | | Programs address curriculum and learner-centered design that is inclusive of all students, motivating and effective learning activities and assignments for culturally diverse class-rooms, and fair and equitable assessment.<br>CETL offers a programmatic approach that provides a continuous professional development model for instructors as learners, offering targeted, motivating and inclusive instruction that supports faculty growth. |
|---|---|---|
| Score | 2 | 2.5 |
| 3d Approach | Proficient/Functioning | Proficient/Functioning<br><br>No change from year 1<br><br>CETL 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.<br><br>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. |
| Score | 2.5 | 2.5 |
| 3e Reach | Proficient/Functioning | Proficient/Functioning<br><br>No change in year 2<br><br>CETL reach is growing. Participation is somewhat representative of appointment types, career stages, departments/colleges<br><br>Center is able to offer modest incentives to select constituencies to encourage and recognize engagement in CETL activities. |
| Score | 2 | 2 |
| 3f Impact | Beginning/Developing | Proficient/Functioning |

| | | |
|---|---|---|
| | | 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. Center collects evidence of program outcomes, which may include measurements of the impact on participants' teaching beliefs/attitudes, implementation of teaching practices, adoption of reflective strategies, and direct/indirect diffusion of effective practice. Center uses this evidence to improve program design. Center engages in the scholarship of educational development that can inform and enhance the CETL's programs and services through presentations and publications. |
| Score | 1 | 2.5 |

# Year Two 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 Two Accomplishments

In Year 2 CETL set 23 actions. We completed 17 actions. We made progress on 5 actions and will carry these over to complete in Year 3. One action was not completed.

The table on pp. 9-10 provides an overview of the Year 2 actions and accomplishments.

| Objective 1: Develop an organizational structure that reflects an institutional commitment to educational development, teaching, and student learning. | 2021 Accomplishments |
|---|---|
| Strategy A: Align CETL mission, vision, and goals with the college's strategic priorities. | |
| 1. Develop processes for documenting and measuring effectiveness<br>2. Implement Strategic Planning process | 1. Completed the process for documenting and measuring center and programming/services effectiveness. Includes ACE/POD matrix and assessment of programming and services.<br>2. Implemented strategic planning process. |
| Strategy B: Establish effective CETL leadership. | |
| 1. Draft job description for permanent CETL director | 1. Job description for permanent position drafted. |
| Strategy C: Increase knowledge and abilities of CETL leadership and staff. | |
| 1. Provide training for staff and director | 1. Continued needs assessment for staff. Director and other staff attended multiple conference throughout the year. |
| Strategy D: Establish a place within the institution recognized as the principle faculty development unit at the college. | |
| 1. Determine space needs<br>2. Continue to build programming<br>3. Enhance reputation of CETL among faculty | 1. Completed space plan along with staffing plan.<br>2. Ongoing, in 2021 began the TIE program and an OER Learning community. Established new learning communities and programming partnerships for 2022.<br>3. Conducted a needs assessment that included faculty perceptions. We also implemented a Net Promoter Score in program evaluations. We will work on a plan to aggregate the NSP data in Spring 2022. The work of enhancing the CETL reputation is ongoing. |
| Strategy E: Establish college-wide collaborations and a voice in decisions that affect the CETL. | |
| 1. Establish coordinated and integrated programming with partners | 1. Began Certificate in College Teaching with graduate school, continued TIE partnership with STEM-IEC, partnered with DEI/UNITE for programming, collaborating with DRC on workshop series including UDL and Deaf Culture. |
| Strategy F: Establish operational procedures and mechanisms for institutional memory. | |
| 1. Determine mechanisms for archiving<br>2. Work with Academic Effectiveness units to determine organizational operations | 1. Developed a business continuity plan that includes an archiving plan for programming and assessment documents. Business continuity plan will allow for continuing operations regardless of staff turnover. |
| Objective 2: Develop an infrastructure that supports sustainability and growth | |
| Strategy A: Create a sustainable budget | |
| 1. Determine future budget needs and draft goal budget | 1. Projected budget to AY 2026 developed. |
| Strategy B: Establish adequate number of capable staff to fully support CETL goals and initiatives. | |
| 1. Write job descriptions for future positions<br>2. Hire Coordinator of Inclusive Pedagogy | 1. Job descriptions for four coordinators and two educational developers with salary range developed. |

| | |
|---|---|
| | 2. Position was not approved for FY 22 budget. |
| **Strategy C: Develop an online presence of resources and programming.** | |
| 1. Analyze web usage statistics<br>2. Expand online resources for teaching and learning | 1. Website usage indicates increase in web use after a January 2021 redesign; halted due to staff turnover in web communications.<br>2. We did not meet a specific goal of creating an inclusive pedagogy resource for the website. This is due to working on a broader document for use across campus, and that document will be completed in SP. 22. We did add materials to the webinar library and created the CETL blog. |
| **Strategy D: Establish channels of communication to promote programming and a positive reputation.** | |
| 1. Establish a CETL communication plan the ensures communication is proactive and timely | 1. CETL established a communication plan, which included an update to the purpose of CETL Weekly and addition of a new blog. Also established process for when and how CETL advertises on UNC social media. |
| **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.** | |
| 1. Develop faculty needs assessment to determine programming areas. | 1. Needs assessment conducted and data analyzed. See Appendix A for report. |
| **Strategy B: Target programming for specific populations and needs.** | |
| 1. Explore programming topics for pre-tenure, tenured, and long-term faculty<br>2. Develop special topics learning communities | 1. Field experience student conducted literature review on programming. CETL staff will discuss options for new programming to target populations in spring 2022<br><br>2. CETL established the Writing Pedagogy LC, OER LC, and Teaching Climate LC for spring 2022. |
| **Strategy C: Offer an array of longitudinal programming and services.** | |
| 1. Establish process for individual consultations<br>2. Explore development of institutes/retreats | 1. We offered consultations in 2021 and did meet with individual faculty throughout the year, including one course observation. We will develop an official process for this, including evaluating the service, in SP 22.<br><br>2. Submitted a faculty institute for Universal Design for Learning as a donor funded program in FA 2021. |
| **Strategy D: Extend the CETL's reach.** | |
| 1. Assess reach in attendance based on college, career stage, appointment types<br>2. Establish grants and other incentives for scholarship of teaching and learning | 1. Established this as part of the assessment plan and implementation begins SP 22.<br>2. We had hoped to establish awards specifically for SoTL but were not able to do that. We did provide grants for four faculty to attend the Open Education conference. We also provided grants for Pear Deck. |

# Next Steps

In 2022 CETL strives to improve the ACE/POD Matrix score by 17%, bringing the center's ACE/POD Matrix score to 100%. To achieve this goal, CETL has set 21 actions across the three objectives for 2022.

**Objective 1: Develop an organizational structure that reflects an institutional commitment to educational development, teaching, and student learning.**

- Establish post-2022 strategic planning process with mission focused goals
- Launch CETL Assessment Plan
- Hire a permanent director with competitive salary
- Send CETL staff to at least one professional development opportunity
- Enhance reputation of CETL among faculty
- Monitor usefulness of Business Continuity Plan and update as needed

**Objective 2: Develop an Infrastructure that Supports Sustainability and Growth**

- Increase full-time FTE
- Develop blended learning space
- Expand online resources for teaching and learning
- Monitor and update communication plan as needed

**Objective 3: Provide evidence-based, mission-aligned programming, based upon instructor, student, campus, and university needs.**

- Develop and Launch CETL Liaison Program
- Use 2021 Needs Assessment data to determine future programming
- Develop programming for additional specific populations
- Determine marketing options for specific populations
- Establish department specific consultation/workshop services
- Establish process for individual consultations
- Evaluate delivery options for learning communities
- Develop a faculty-led/selected learning community program and process

# Appendix A

## CETL 21-22 Needs Assessment Report

Prepared by: Molly M. Jameson, Ph.D., CETL Coordinator of Faculty Development

The Needs Assessment (NA) was created by the Coordinator of Faculty Development and reviewed by a subcommittee of the CETL Advisory Board. The NA had two major goals:

1. Gather information on the pedagogical needs of faculty members for an upcoming CETL initiative, and
2. Gather information on the use of, and satisfaction with, current CETL programming and services.

Working with the Office of Institutional Research, the NA was sent to 324 faculty members in October 2021. However, it was not sent to University Libraries, so CETL sent the survey to 19 library faculty. This resulted in a possible sample of 343 respondents; 47 individuals responded, a response rate of 13.7%. Respondents were representative of instructor level and included individuals from five of the six colleges on campus. Figure 1 shows the breakdown of respondents across college, and Figure 2 shows across level.
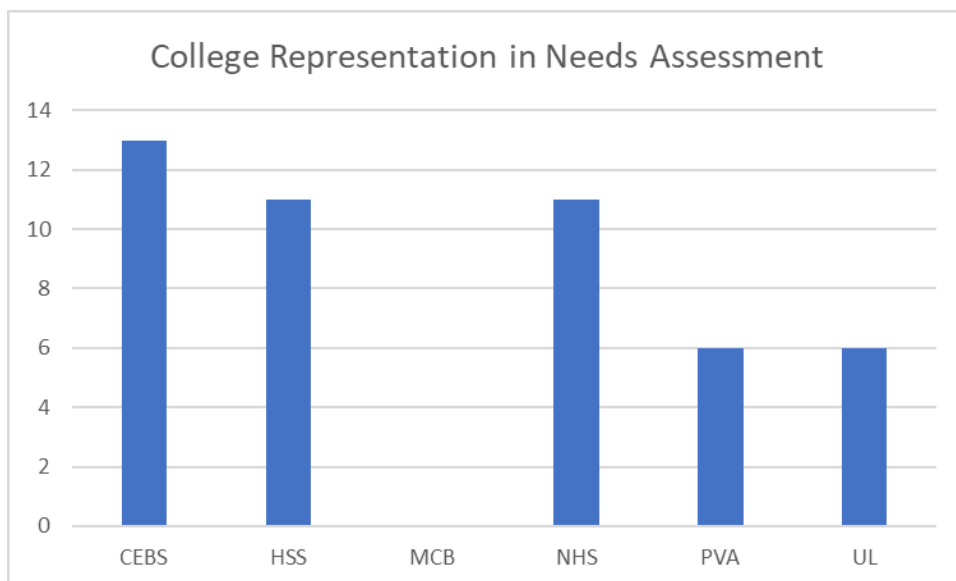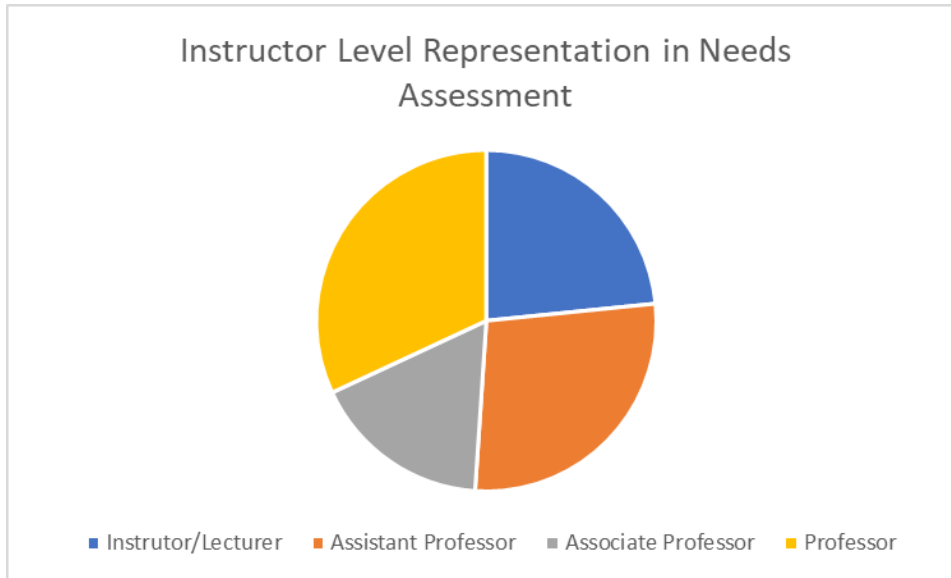
Figure 1.

Figure 2.



Goal 1: Gather information on the pedagogical needs of faculty members for an upcoming CETL initiative

The subcommittee of the CETL Advisory Board, who represented various colleges and roles on campus, brainstormed and discussed teaching and learning topics in which faculty members at UNC would be interested in having access to professional development. After discussion, 20 pedagogical topics were selected. Faculty respondents were asked to read the topics, and click and drag them into a rank ordered list according to their interest in the topic. The cumulative rankings were then used to identify the topics ranked highest by faculty respondents. The topics are listed below in rank order, with the highest ranked topics in bold.

1. **Offering meaningful feedback on written assignments**

2. **Grading essays quickly and effectively**

3. **Incorporating UDL in active classrooms**

4. **Decolonizing the curriculum/antiracist teaching**

5. **Addressing challenges in large classrooms**

6. **Teaching effectively in online asynchronous classes**

7. Using Panopto

8. Assessing higher order learning outcomes

9. Using Pear Deck

10. Ensuring higher order understanding in an online environment

11. Gamification/escape rooms; inclusive syllabi; low-stakes assessment; using Padlet (TIE)

12. Curriculum-Based Undergraduate Research Experiences; addressing challenges in graduate education (TIE)

13. Using case studies effectively; managing double-labeled classes (TIE)

14. Incorporating YouTube

The CETL Advisory Board subcommittee developed a new program to be implemented in fall 2022 based on the top ranked pedagogical topics. This new program, CETL Liaisons, will identify and select campus experts in the top ranked topics. The Liaisons will serve as a source of pedagogical content knowledge on the topics that faculty and instructors find most needed or interesting. To help format the CETL Liaison program, this NA described the CETL Liaison program and asked respondents a series of questions about their likelihood of utilizing various aspects of the program.

Below are the questions asked and the percentage of respondents who provided strong affirmation of their engagement with the CETL Liaison. The majority of respondents stated that they would be extremely likely or likely to watch an overview video and to watch advanced videos by the CETL Liaison in their topics of interest. Nearly half also responded that they would be extremely likely or likely to engage in consultation or observation with the Liaison. Table 1 shows each item and the number (and percentage) of respondents confirming their likelihood of utilizing the Liaison service in various ways.

Table 1.

| Item | Extremely Likely | Likely |
|---|---|---|
| 1. How likely are you to view a 2-minute video made by the CETL Liaison introducing you to the topic? | 16 (46%) | 11 (31%) |
| 2. How likely are you to view a 2-minute video made by the CETL Liaison providing you with more advanced knowledge on the topic? | 17 (49%) | 15 (43%) |
| 3. How likely are you to schedule a one-on-one consultation with the CETL Liaison to get your specific questions or problems addressed? | 4 (11%) | 11 (31%) |
| 4. How likely are you to ask the CETL Liaison to observe your teaching and provide feedback? | 4 (11%) | 11 (31%) |

## Goal 2: Gather information on the use of, and satisfaction with, current CETL programming and services

Of the original sample of 47 participants, 41 individuals responded to questions related to goal 2. The NA asked questions related to respondents' engagement with CETL programs and services. Figure 3 shows the number of respondents who engaged with CETL in the past 12 months.

Figure 3.
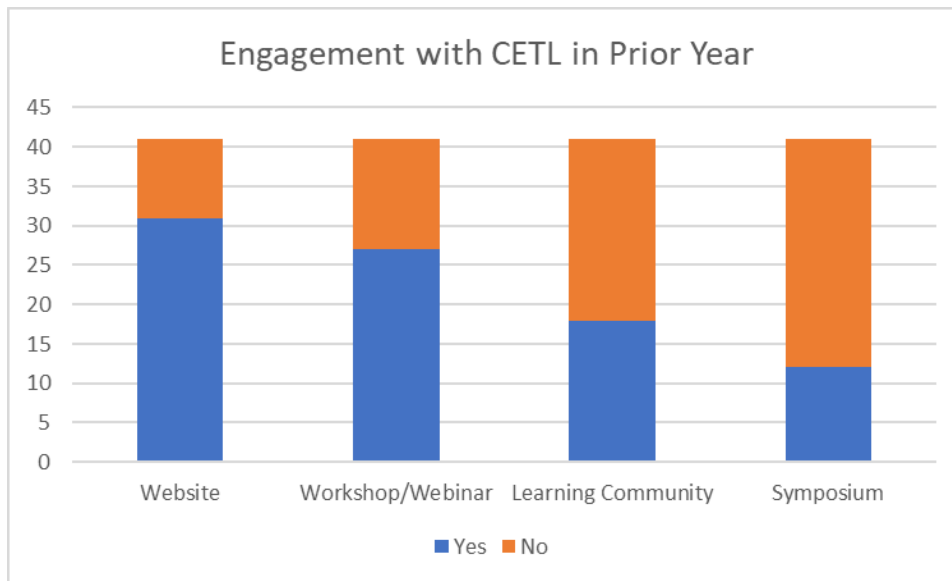


1. Website
   a. Of the 31 respondents who **had** visited the website in the past 12 months, 22 (71%) were satisfied with the information and resources on the website.
   b. Of the 10 respondents who **had not** visited the website in the past 12 months, 6 reported being new hires to UNC at the time of the NA, and 4 reported being unaware of the website.
2. Workshop/Webinar
   a. Of the 27 respondents who stated that they **did** attend a workshop and/or webinar in the past 12 months, 26 (96%) were extremely satisfied or satisfied.
   b. Of the 14 respondents who **did not** attend a workshop and/or webinar in the past 12 months, 6 reported not having the time for professional development, 5 responded that the topics were not relevant or interesting to them, 3 reported being new hires to UNC, and 2 stated they were unaware of the workshops and/or webinars offered by CETL.
3. Learning Community
   a. Of the 18 respondents who stated that they **did** participate in a learning community in the past 12 months, all 18 (100%) reported being extremely satisfied or satisfied with their experience.
   b. Of the 23 respondents who stated that they **did not** participate in a learning community in the past 12 months, 13 stated that they did not have time for this opportunity, 6 responded that the community topics were not relevant or interesting to them, 5

responded that they were unaware of the learning communities, and 1 stated that they do not attend because they work with Extended Campus and cannot attend in-person events.

       i. These respondents were asked if there were particular topics on which they would join a learning community. Of those, 11 said no, they are not interested in participating in a learning community. Several of the remaining respondents provided the following topics of interest for future learning communities:
1. Inclusive education (3 separate comments)
2. Enhancing online learning (2 separate comments)
3. Time for research with busy teaching schedule
4. Using Panopto and other learning software
5. Active learning
6. Assessment

4. Teaching & Assessment Symposium
   a. Of the 12 respondents who stated that they **did** attend the Teaching & Assessment Symposium in the past year, all 12 (100%) reported being extremely satisfied or satisfied with their experience.
   b. Of the 29 participants who **did not** attend the Teaching & Assessment Symposium, 15 stated that they did not have the time to attend, 10 responded that they were unaware of this event, 5 stated that the topics were not relevant or interesting, and 4 provided other responses for not attending including being a new hire, stress related to the pandemic, and not remembering if they attended.

## Actions Based on Needs Assessment

1. The Advisory Board subcommittee used the information from Goal 1 in fall 2021 to develop the structure of the Liaison program and to create a task list based on the format and topics.
2. The Advisory Board subcommittee will use the information from Goal 1 in spring 2022 to finalize the development of the Liaison program to be implemented in fall 2022.
3. Faculty regularly reported lack of time as a common response from Goal 2 as to why they did not attend programs. CETL is collaborating with other University groups to explore ways that UNC can offer dedicated time for professional development. CETL staff will use the information from Goal 2 to consider the development of new learning communities, workshops/webinars, and/or marketing strategies for existing programs and services.
4. The CETL Advisory Board will discuss ways to increase feedback from faculty about CETL programs and services.

# Appendix B

# Website Usage Report

***Website Usage***

Website usage is a strong indicator that CETL's reputation is improving. From January 2020-January 2021 the CETL website had 10,112 unique pageviews, a 218.5% increase from 2019. The homepage specifically saw a 67.62% increase in usage in 2020. Our homepage bounce rate from January 2020-January 2021 was 34.34%, down from 52.65% in 2019 (note that bounce rates between 26-40% are considered excellent and a low bounce rate is desirable). This indicates that the homepage is serving as a hub for users to access other CETL website content.

The homepage was redesigned in spring 2021. During the 6-month period from January – June 2021, the website received 4,301 unique views with the homepage receiving over 818 unique views. This is exceptional given that there were less unique visits to the website in all of 2019 (3,175) and only 1,427 homepage views in 2019. The homepage bounce rate also improved during this 6 months with a rate of 22.22%. The redesign was effective in both bringing people to the website and serving as a hub for navigating to different content.

Website data collection has halted since summer 2021 due to staffing turnover in web communications.

***CETL Webinar Library Usage***

The CETL webinar library includes all recorded webinar sessions from 2020 and 2021 to date as well as past CETL static materials and session recordings that were never shared publicly. The library currently includes 98 works. In 2021, the library content had 3,371 downloads and 975 streams of content from 71 institutions across 56 countries.