

# Year 2 Strategic Plan Report

## December 2021

### Table of Contents

<b>CETL Evaluation Scores</b> .....	<b>2</b>
Overview.....	2
2021 CETL ACE/POD Matrix Scores .....	2
<b>Year Two Action Plans</b> .....	<b>8</b>
Overview.....	8
Year Two Accomplishments .....	9
<b>Next Steps</b> .....	<b>11</b>
<b>Appendix:</b> .....	<b>12</b>

# CETL Evaluation Scores

## Overview

1b Leadership	Beginning/Developing – Proficient/Functioning  No change in year 1	Proficient/Functioning  CETL has a full-time director in a long-term interim role. A full-time director is appropriate for UNC.  Qualities for the leader and other staff positions are clear. CETL has a commitment to equity-minded leadership.  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 Staff Expertise and Preparation	Proficient/Functioning	Proficient/Functioning  Director has some experience managing an

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STANDARD 2: RESOURCE ALLOCATION AND INFRASTRUCTURE		
	January 2021	December 2021
Overall Score	10.2/15 (68%)	11.5/15 (76%)
2a Budget	Proficient/Functioning	<p>Proficient/Functioning</p> <p>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.</p> <p>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.</p>
Score	2.5	2
2b Location and Space	Beginning/Developing – Proficient/Functioning	<p>Proficient/Functioning</p> <p>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.</p>
Score	1.5	2
2c Staffing	Beginning/Developing – Proficient/Functioning	

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

<b>STANDARD 3: PROGRAMS AND SERVICES</b>		
	<b>January 2021</b>	<b>December 2021</b>
<b>Overall Score</b>	11.5/18 (61%)	15/18 (83%)
3a Scope	Proficient/Functioning	Accomplished/Exemplary  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 Target Audience	Beginning/Developing – Proficient/Functioning	Proficient/Functioning  Center programs and services target individual instructors, including those with contingent appointments, post-doctoral fellows, or graduate students (as applicable for the institution). Center

Content		<p>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.</p> <p>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.</p>
Score	2	2.5

3d  
Approach Proficient/Functioning

Proficient/Functioning

No change from year 1

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.

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

		<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>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.</p> <p>Center engages in the scholarship of educational development that can inform and enhance the CETL's programs and services through presentations and publications.</p>
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 action



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

2021

	2. Position was not approved for FY 22 budget.
Strategy C: Develop an online presence of resources and programming.	
<ol style="list-style-type: none"> <li>1. Analyze web usage statistics</li> <li>2. Expand online resources for teaching and learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Website usage indicates increase in web use after a January 2021 redesign; halted due to staff turnover in web communications.</li> <li>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.</li> <li>22. We did add materials to the webinar library and created the CETL blog.</li> </ol>
Strategy D: Establish channels of communication to promote programming and a positive reputation.	

## Next Steps

In 2022 CETL strives

## 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.

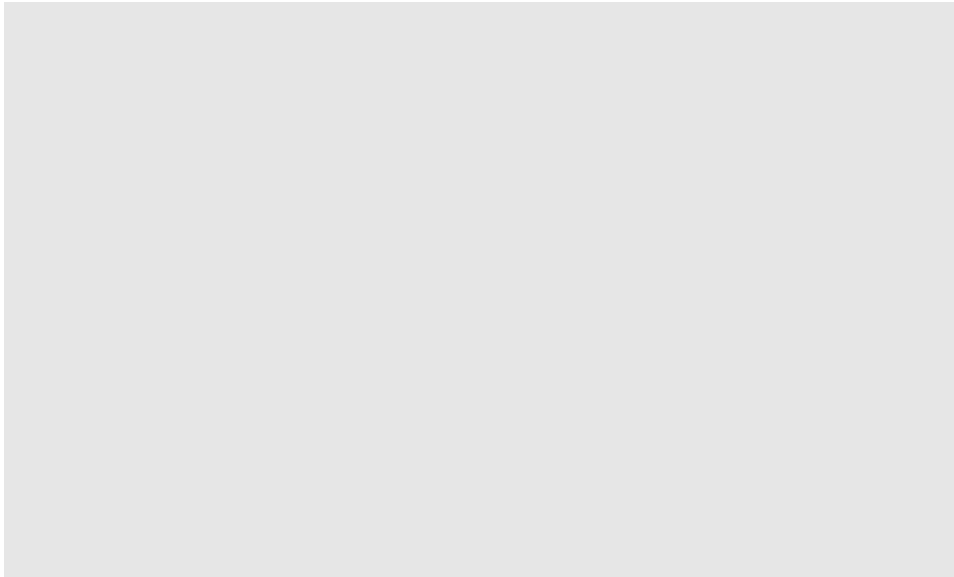
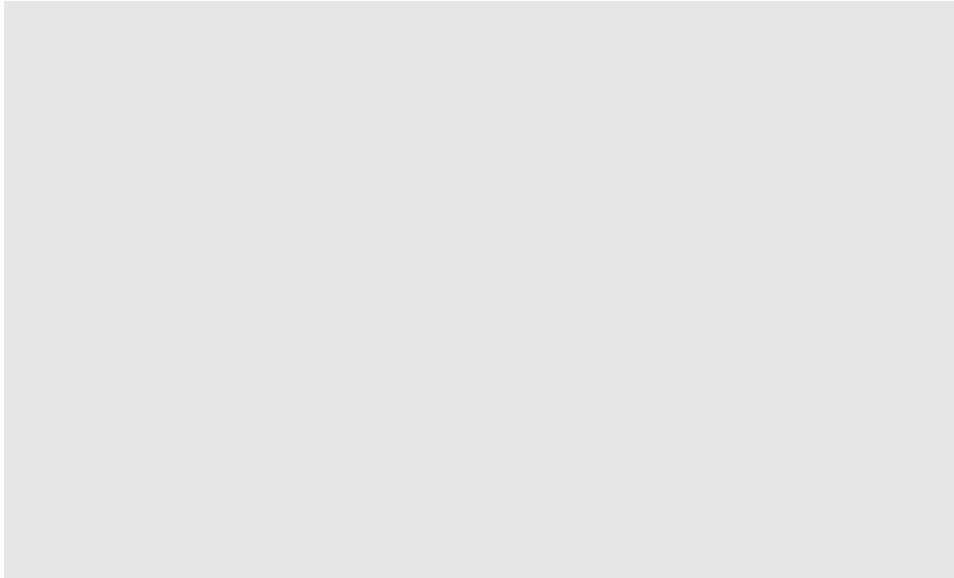


Figure 2.



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

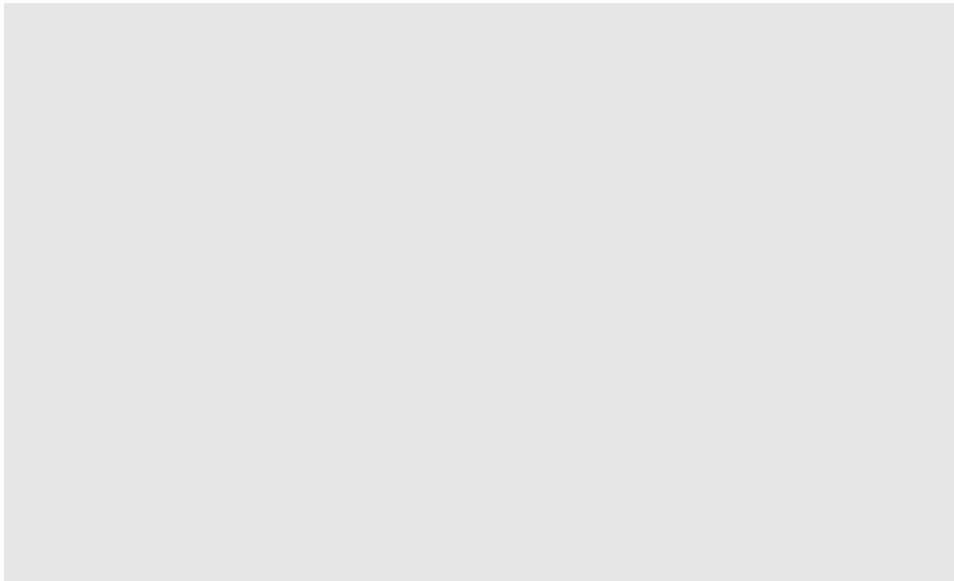
The subcommittee of the CETL Advisory Board, who represented various colleges and roles on campus, brainstormed and discussed teaching and learning topics in which faculty members at UNC would be interested in having access to professional development. After discussion, 20 pedagogical topics were selected. 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



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 with the information and resources on the website.





