UNIVERSITY OF
NORTHERN COLORADO

Center for the Enhancement of
Teaching & Learning

STRATEGIC PLAN
2020-2022

Table of Contents

Vision and Mission	2
Connecting to UNC's Vision 2030	3
Strategic Planning Process	4
2020-2022 Goals, Objectives, Strategies, And Actions	5
Appendix	9

VISION AND MISSION

Vision: The Center for the Enhancement of Teaching and Learning (CETL) is recognized as the place for teaching-related development at UNC and a leader in advancing teaching excellence. At UNC, teaching excellence is linked to student achievement, retention, and graduation.

Mission: The CETL serves as a hub to discuss teaching practice and teaching-focused scholarship. The CETL advances teaching excellence of all members of the teaching community by providing professional learning opportunities and resources on pedagogy, equity-minded practice, curriculum development, instructional models, and student learning assessment. CETL programming is responsive to current needs of educators and cultivates a campus culture that values and rewards teaching excellence. The CETL carries out this mission through:

Teaching Support

- Workshops
- Videos
- One on one training
- Group training
- Consultations
- Peer observation program
- New Faculty Orientation
- New faculty mentoring
- Graduate student training
- Certificate programs
- Faculty learning communities
- Conferences

Equity, and Inclusion Support

- Equity and inclusion teaching circles
- Equity-minded assessment workshops

Academic Leadership Support

- Leadership training for chairs/directors

Scholarship of Teaching and Learning (SoTL)

- Research groups
- SoTL grants
- Online journal
- Showcases campus experts

Grant/Awards

- Grants for innovative teaching for all faculty levels
- Funds campus teaching awards
- Showcases the work of college and campus teaching award winners

CETL Core Values

Teaching Excellence, Equity-Minded Practice, Responsive to Current Needs, Personalized Support, Data Driven

CONNECTING TO UNC'S VISION 2030

The CETL supports the following UNC Vision 2030 plan areas: Innovate & Create, Students First, Enhance & Invest

Innovate & Create

- UNC delivers the highest quality student experience in Colorado through our personalized approach to instruction.

The CETL supports this outcome by providing professional development on program and course assessment and effective teaching practice. Continued professional development for all UNC educators ensures that we deliver the highest quality classroom experience. Focusing on equitable and inclusive teaching practices and effective assessment of learning ensure a personalized approach to instruction.

Students First

- We acknowledge that all staff and faculty are educators who contribute to our students' success.

The CETL supports this outcome by providing campus-wide programming opportunities, learning communities, and workshops. CETL conducts research and assessment that connects faculty development to student achievement.

Enhance & Invest

- We provide and support personal and professional development opportunities and recognize those who seek enrichment through learning on and off campus

The CETL supports this outcome through programming. The CETL recognizes teaching excellence at the annual Teaching & Learning Symposium

- We share a responsibility to continuously improve campus climate and culture to ensure a collective sense of belonging

The CETL supports this outcome through our Equity & Inclusion Program. CETL conducts research and assessment that connects TIE participation to changes in teaching practice and student achievement and sense of belonging.

STRATEGIC PLANNING PROCESS

Background

In Spring 2020 a new director was appointed to a 3-year position in the CETL. The strategic planning process began in January 2020 with an evaluation of the CETL using the ACE/POD Matrix, a recognized evaluation took for faculty development centers. This evaluation provided a snapshot of CETL in terms of organizational structure, resource allocation and infrastructure, and programs and services. This set the priorities for CETL Revitalization. In February 2020 the director brought together a CETL Revitalization Team. This faculty team, with representation from each academic college and University Libraries, worked together in Spring 2020 to develop the new CETL mission. The team sought input from educators across campus throughout the semester in order to support the development of short- and long-term goals. A SWOT analysis was conducted by the director and Revitalization Team in May 2020. The SWOT analysis provided information for the director to determine the long- and short-term goals for the CETL and to develop the annual action plans (see Appendix).

Strategic Planning Process Jan 2020-Dec 2022

From 2020-2022 the CETL strategic planning process will be guided by the ACE/POD Matrix in order to revitalize the CETL using established metrics for practice in educational development. The goal of CETL from 2020-2022 is to improve in each domain to achieve the Accomplished/Exemplary category in all 17 domains of practice. This will provide the foundation for the CETL to focus on achieving its mission-specific goals moving forward at the conclusion of the 3-year revitalization process.

The goal of the CETL from 2020-2022 is to improve the ACE/POD Matrix score by 59%. The goal has three objectives. Each objective has 5-6 strategies and each strategy has 1-5 actions (see p. 6) over the three-year period with a corresponding action plan (see p. 9). The action plans will be reviewed in December and May to ensure that the CETL is making progress on the objectives and goal. The cycle for implementing the actions plans is illustrated in figure 1.

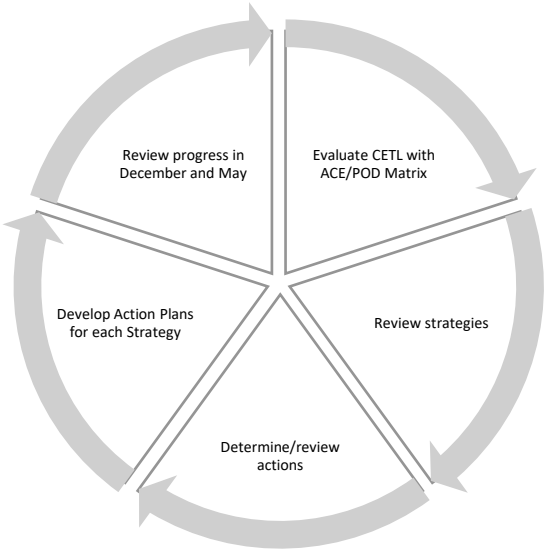

Figure 1: Cycle for implementing action plans

2020-2022 GOALS, OBJECTIVES, STRATEGIES, AND ACTIONS

In January 2020 the CETL scored a 41% on the ACE/POD Matrix indicating growth needs in organizational structure, resources and infrastructure, and programs and services. This established the 2022 goal: By 2022 the CETL will improve the ACE/POD Matrix score by 59%.

Standard	Current Score	2020 Score (12/2020)	2021 Goal	2022 Goal
Standard 1: Organizational Structure	9/18 (50%)	13.5/18 (63%)	15/18	18/18
Standard 2: Resource Allocation & Infrastructure	7.5/15 (50%)	10.2/15 (60%)	12/15	15/15
Standard 3: Programs & Services	6/18 (33%)	11.5/18 (61%)	14/18	18/18
OVERALL SCORE	21/51 (41%)	34.2/51 (67%)	41/51 (80%)	51/51 (100%)

Objectives and Strategies

There are three main objectives for the CETL to reach in order to achieve the 2022 goal. Each objective has 5-6 correlating strategies. Each strategy includes 1-5 actions across the three-year plan (see p. 6).

Objective 1: Develop an organizational structure that reflects an institutional commitment to educational development, teaching, and student learning.
Strategy A: Align CETL mission, vision, and goals with the college's strategic priorities.
Strategy B: Establish effective CETL leadership.
Strategy C: Increase knowledge and abilities of CETL leadership and staff.
Strategy D: Establish a place within the institution recognized as the principle faculty development unit at the college.
Strategy E: Establish college-wide collaborations and a voice in decisions that affect the CETL.
Strategy F: Establish operational procedures and mechanisms for institutional memory.
Objective 2: Develop an infrastructure that supports sustainability and growth
Strategy A: Create a sustainable budget.
Strategy B: Establish adequate number of capable staff to fully support CETL goals and initiatives.
Strategy C: Develop an online presence of resources and programming.
Strategy D: Establish channels of communication to promote programming and a positive reputation.
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.
Strategy B: Target programming for specific populations and needs.
Strategy C: Offer an array of longitudinal programming and services.
Strategy D: Extend the CETL's reach.

Action

Objective 1: Develop an organizational structure that reflects an institutional commitment to educational development, teaching, and student learning.
Strategy A: Align CETL mission, vision, and goals with the college's strategic priorities.
Year 1 Actions
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
Year 2 Actions
1. Develop processes for documenting and measuring effectiveness 2. Implement strategic planning process
Year 3 Actions
1. Evaluate and improve planning process 2. Establish mission-focused goals 3. Implement assessment plan 4. Evaluate/improve assessment plan 5. Establish post-2022 strategic plan
Strategy B: Establish effective CETL leadership.
Year 1 Actions
1. Maintain a term for an interim director long enough to set and achieve goals
Year 2 Actions
1. Draft job description for permanent CETL director
Year 3 Actions
1. Get approved position permanently in the budget at a competitive salary.
Strategy C: Increase knowledge and abilities of CETL leadership and staff.
Year 1 Actions
1. Conduct training needs assessment for director and staff
Year 2 Actions
1. Provide training for director and staff
Year 3 Actions
TBD
Strategy D: Establish a place within the institution recognized as the principle faculty development unit at the college.
Year 1 Actions
1. Increase programming focused on teaching 2. Determine space needs
Year 2-3 Actions
1. Determine Space Needs 2. Continue to build programming 3. Enhance reputation of CETL among faculty
Year 3 Actions
TBD
Strategy E: Establish college-wide collaborations and a voice in decisions that affect the CETL.
Year 1 Actions
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
Year 2 Actions
1. Establish coordinated and integrated programming with partners

Year 3 Actions
1. Establish a means for CETL involvement in decisions that influence selection of instructional technologies, learning spaces, resources that support teaching and learning, and campus decision making about teaching learning
Strategy F: Establish operational procedures and mechanisms for institutional memory.
Year 1-3 Actions
1. Reorganize CETL SharePoint site 2. Determine online workflows for CETL project management 3. Determine mechanisms for archiving
Year 2 Actions
1. Determine mechanisms for archiving 2. Work with Academic Effectiveness units to determine organizational operations
Year 3 Actions
TBD
Objective 2: Develop an infrastructure that supports sustainability and growth
Strategy A: Create a sustainable budget
Year 1 Actions
1. Track budget for FY 21 2. Analyze last 5 years of budget expenses
Year 2 Actions
1. Determine future budget needs and draft goal budget
Year 3 Actions
1. Provide data for budget sustainability/growth to AE director and provost
Strategy B: Establish adequate number of capable staff to fully support CETL goals and initiatives.
Year 1 Actions
1. Determines staffing plan for CETL growth
Year 2 Actions
1. Write job descriptions for future positions 2. Hire part-time associate director
Year 3 Actions
1. Hire one educational developer 2. Hire permanent CETL director
Strategy C: Develop an online presence of resources and programming.
Year 1 Actions
1. Redesign CETL website 2. Create a video library in UNC Institutional Repository 3. Begin developing robust online resources for teaching and learning
Year 2 Actions
1. Analyze website usage statistics 2. Expand online resource for teaching and learning
Year 3 Actions
1. Develop hi-flex and online programming
Strategy D: Establish channels of communication to promote programming and a positive reputation.
Year 1 Actions
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
Year 2 Actions
1. Establish a CETL communication plan that ensures communication is proactive and timely
Year 3 Actions

TBD
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.
Year 1 Actions
1. Develop and implement a program for equity and inclusion in teaching 2. Develop faculty needs assessment to determine programming areas 3. Audit current program offerings
Year 2 Actions
1. Implement faculty needs assessment to determine programming areas
Year 3 Actions
1. Continue to grow programming
Strategy B: Target programming for specific populations and needs.
Year 1 Actions
1. Develop CETL field experience for graduate students 2. Partner with Human Resources on adjunct faculty onboarding
Year 2 Actions
1. Explore programming topics for pre-tenure, tenured, and long-term faculty 2. Develop special topics learning communities such as faculty of color, first generation students, hybrid course design, gateway courses, LAC courses, etc.
Year 3 Actions
TBD
Strategy C: Offer an array of longitudinal programming and services.
Year 1 Actions
1. Expand faculty learning communities
Year 2 Actions
1. Establish process for individual consultations 2. Develop services for institutes/retreats
Year 3 Actions
1. Develop options for customized workshops
Strategy D: Extend the CETL's reach.
Year 1 Actions
1. Assess reach in attendance based on college, career stage, appointment types 2. Determine strategies for reaching underserved populations
Year 2 Actions
1. Assess reach in attendance based on college, career stage, appointment types 2. Establish grants and other incentives for scholarship of teaching and learning
Year 3 Actions
1. Determine strategies for reaching underserved populations

APPENDIX

Background Resources for Strategic Planning

SWOT Analysis

STRENGTHS	WEAKNESESS
Revitalization in Progress: We have a full-time director and a strong Revitalization Team to begin rebuilding **Dedicated Staff**: While small, the staff we have are dedicated to CETL's success **Administrative Support**: We have support from Director of Academic Effectiveness and Provost **Strong Programs**: We can build on our strong programs such as the FLC and program assessment	**Poor Reputation**: We have not built confidence among our faculty; some faculty do not see PD as important **Space:** We do not have a centralized space on campus which indicates we are not central to the university mission. We do not have adequate space to serve as a hub for ideas and discussions. Faculty do not know where we are located, and the office is difficult to find. **Small Staff**: We do not have an additional trained developer and rely on faculty to deliver content **No Assessment**: We do not properly assess programming or campus needs **Small Operating Budget**: small budget = limited growth **Limited Reach**: We do limited work with adjuncts and graduate instructors; not every faculty member attends PD opportunities **Limited Collaboration**: We do not collaborate with other units such as IDD, graduate school, and colleges/departments
OPPORTUNITIES	**THREATS**
Revitalization: We get to redesign what CETL is and build a new Center; get to restructure and reimagine the advisory board model **UNC Vision 2030:** UNC's new visioning process allows us to map our work to UNC's larger 10-year plan **=** equity and inclusion and faculty development are key parts of this Vision; Visioning task forces have discussed the need for dedicated time for faculty development **Campus desire for change:** Faculty want a faculty development center **COVID-19 Response:** We can build on the good work and reputation we gained with our response to COVID-19 **Reach:** We know specific populations we are not reaching including adjunct faculty and graduate student instructors. We can work with adjuncts through a collaboration with HR and with graduate students as a new Dean of the Graduate School beings in 2020. **Collaborations:** We are starting collaborations across campus by creating the TIE program with the current STEM-IEC; Through initiatives related to OER we will collaborate with the OER Committee; we can connect CETL work with various offices/initiatives; with IDD and CETL under Academic Effectiveness we have more opportunity to partner on teaching development for faculty **HUB:** We can be seen as the place for teaching-related development at UNC and to serve as a hub to discuss teaching practice and teaching-focused scholarship **Grants:** Starting to work on grants to provide funding for professional development in CETL.	**Staffing:** We have a small staff and will likely not hire new staff within the next 3 years. This limits the programming we can offer and our campus reach. Our director is interim so we will need to conduct a search soon. The new shared service model limits the time dedicated to our programming by our administrative assistant. **Space:** We do not have a centralized space on campus which indicates we are not central to the university mission We do not have adequate space to serve as a hub for ideas and discussions. Faculty do not know where we are located, and the office is difficult to find. **Regional competition:** Aims Community College plans to host a regional teaching conference and does not want support/co-sponsorship from outside institutions. **UNC Budget Concerns:** UNC enrollments are not stable, and UNC is still in a deficit. This affects hiring and the number of faculty on campus which impacts CETL.

Future External Environmental Scan: What outside of UNC/CETL can affect our plan?
S – society: lower number of college-age students; potential continued social distancing due to COVID-19
C – competition: more institutions vying for same student population; others may be able to offer better tuition incentives
E – economics: UNC fiscal reality; economy suffering due to COVID-19
P – political/regulatory: limited budget from state of CO means we rely more on tuition
T – technology: more comfort with remote learning/working
I – industry: more products for faculty development (i.e. Magna Library)
C – customers: more work to do means less time for development

Seeds/Weeds/Needs

SEEDS: What do we need to keep doing, what is going well, what is creating growth?	• Strong mission/vision • Increase faculty input in center • Mapping work to UNC Vision 2030 • Increase in marketing • Good programming (FLC) • Equity and Inclusion programming • Making progress on web design • Shift from staff to faculty development • Getting the message to faculty about CETL changes
WEEDS: what is weighing us down, holding us back, what do we need to get a handle on or stop doing?	• Poor reputation among faculty • Hodge-podge of online resources, what we have not well advertised • No clear information about role of HR in onboarding and staff development • Reliance on faculty to deliver a lot of content • Location on campus • Small programming budget • One-time workshops not effective, need to focus and embed in departments or cohort-based offerings
NEEDS: What do we need that we don't have, what would make us more productive?	• Better staffing: Assistant director to oversee TIE, FLC, NFO; additional faculty developer to deliver content • Increased programming budget • Dedicated faculty time for professional development • Communication plan – proactive communication • Central location on campus with dedicated space • Integration with colleges/departments for specific professional development • More cohort-based offerings • Active advisory board • Funding for internal grants to support SoTL • Longitudinal data/assessment projects that measure impact of participants' teaching implementation of teaching practices, adoption of reflective strategies, and direct/indirect diffusion of effective practice.

Strategic Plan Document Updates

- Document created: Summer 2020
- Updated with specific Year 2 Actions 12/22/2020
- Updated with 2020 ACE/POD Matrix score 12/22/2020