

Coulter Faculty Commons Annual Report

Academic Year 2012-13

CFC Annual Report

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I. 2012-13 CFC Overview

A. Mission and Goals

1. Vision Statement

We are the vanguard of instructional and professional development in higher education

2. Mission Statement

The Coulter Faculty Commons leads the WCU community in providing collaborative, innovative, and confidential support for faculty, staff, and programs in the pursuit of instructional and professional excellence.

3. Strategic Directions (adopted Spring 2013)

1. To promote transformative practices in teaching, scholarship, instructional technology, and student development
2. To leverage partnership, both on and off campus, to support the academic mission of the University
3. To provide frameworks for supporting innovative, distinctive, and responsive pedagogy
4. To advocate for the effective integration of instructional, professional, and organizational practices

4. Guiding Principles (adopted Spring 2013)

1. We are advocates for the continuous development of our faculty, instructional staff, graduate students, programs, and other academic units
2. We value the exploration and enrichment of creativity, curiosity, and discovery in teaching and learning
3. We provide a collaborative approach to instructional and professional development that integrates multiple areas of expertise
4. We promote the use of intentional design at all levels of development and delivery
5. We conduct ourselves with the highest professional standards, including respect for the confidentiality of our clients

B. Support for Institutional Mission

1. University Mission

The CFC supports the mission of the institution in several critical ways. First, our emphasis on teaching and learning directly supports the creation of engaged learning opportunities. Through our support for the Boyer model of scholarship, we also serve as leaders and role models for the integration of teaching, research, and service. Finally, our LMS and digital media teams help to make educational outreach and distance education available, effective, and innovative. The CFC serves as a strong and visible advocate for this vision of teaching, learning, and scholarship across the campus and to the region and the nation.

WCU Mission Statement

Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research and creative activities, and cultural activities to improve individual lives and enhance economic and community development in the region, state and nation.

2. WCU 2020 Strategic Plan

In 2013, the CFC developed its own strategic plan in response to WCU's 2020 initiative. The plan details how the CFC will engage with each of WCU's intended directions, goals, and initiatives. The CFC will play a leading or prominent role in the following initiatives:

Initiative 4.2.1: *Make support for professional development for all employees a fiscal priority at WCU.* The CFC, along with the Office of the Provost, is the leading advocate for the strategic and cultural significance of professional development for faculty and instructional staff

Initiative 4.2.3: *Ensure appropriate orientation and annual refresher updates for all staff and faculty, as appropriate.*

The CFC, along with the Office of the Provost, provides orientation and opportunities for continuous professional development in the areas of teaching and learning, scholarship, and instructional technology

Initiative 4.2.5: *Establish a campus leadership academy to cultivate faculty and staff leaders.*

The CFC, along with the Office of the Provost, provides administration, facilitation, and expertise (in design and best practices) for the WCU Leadership Academy

Initiative 4.4.2: *Ensure appropriate institutional infrastructure to support scholarship and research.* The CFC, along with the Office of the Provost and the Graduate School & Research, provides consultation, expertise, promotion, assessment, tools and platforms, and other professional development opportunities and resources related to scholarship and research, especially in the area of emerging forms of scholarship

In other areas of the 2020 plan, the CFC will serve partner or consulting roles. For a complete listing, please see the full text of the 2013 CFC Strategic Plan.

3. QEP

The Coulter Faculty Commons supports faculty in serving the following integrative learning goals and values drawn from the QEP. We consider ourselves partners in creating a campus climate that cultivates best practices to support these values.

This past year, that support included the following:

- Leadership in creating SACS 5-Year Report
- Integral role in QEP Assessment/evaluation of QEP assessment plans
- Direct instructional support for the eBriefcase initiative
- Inclusion of QEP outcomes in major events (including Summer Institute)
- Participation in initiatives related to FYE programs, EXTREMES program, Learning Communities initiative, and others.
- Support for faculty engaged in the Scholarship of Engagement and SOTL through events, workshops, and individual consultations
- Facilitation of Provost's Scholars Program

4. UNC System Strategic Directions

The UNC System Strategic Plan, promulgated in 2013, shows several significant points of intersection with the work of the CFC.

- The first goal of the plan is setting degree attainment goals that are responsive to state needs. This initiative includes an emphasis on providing instruction through a variety of delivery modes, including hybrid/blended and on-line courses. The CFC leads the campus in providing support and expertise in instructional delivery and design across all of these modalities.
- The second goal of the plan focuses on strengthening academic quality. This strategic direction includes an emphasis on quality assessment of student learning, an area in which the CFC brings experience and expertise to the table. The Coordinator of Instructional Development and Assessment position, housed in the CFC, was created specifically to address the challenge to find innovative ways to capture student learning.
- The third goal of the plan emphasizes serving the people of North Carolina. Along with the Center for Service Learning, the CFC is at the forefront in support and recognition of the scholarship of engagement, which measures how scholarly work impacts the community. The CFC directly supports research development and research productivity through the Faculty Research Specialist position.
- The fourth goal calls for campuses to maximize efficiency. While the CFC is less directly involved in this direction, it can, and indeed already has, lent its expertise to initiatives designed to maximize instructional effectiveness and providing input on appropriate measures of instructional quality for the purposes of program prioritization.

C. Awards and Honors

1. ACHE Creative Use of Technology Award



Figure 1: Dean Regis Gilman (Center) accepting the ACHE award at the annual conference in November

In November, the CFC and the Division of Educational Outreach were the joint recipients of the 2013 Association for Continuing Higher Education's national Creative Use of Technology Award. The award was given for a CFC project that allows for students and community members to engage within the Blackboard environment outside of traditional course structures. Since the project was implemented, Blackboard student centers and community organizations have become very popular, with over 6,000 participants.

2. POD Diversity Education Award



Figure 2: Laura Cruz (far left) accepting the POD Internship Award at the Annual Conference

In October, the CFC and the Office of Intercultural Affairs were the joint recipients of the 2012-13 Professional and Organizational Network's Instructional Development Internship Grant. This award provides funding for the hiring of a graduate assistant who works to integrate faculty development and diversity initiatives, particularly those relating to the Eastern Band of the Cherokee. D.J. Robinson, the POD intern, aimed to create greater campus awareness of diversity issues and created a Blackboard module for faculty who wish to work with Cherokee students or community members.

3. WCU Graduate School Award for Outstanding Service

The Coulter Faculty Commons worked closely with the Graduate School and Research as they transitioned to new leadership this year. In addition to working with the college to redesign graduate student orientation, the CFC also co-facilitated sessions on Pathways to Careers for graduate students and faculty, co-facilitated the Faculty Scholarship Celebration, and developed a new course on professional development for graduate students. In recognition of these productive partnerships, the Graduate School bestowed its “Graddy” award for outstanding service to the CFC staff.

D. Recognition of Teaching Excellence

The CFC is proud to facilitate or administer many of the major teaching awards and grant programs on campus that recognize and support our outstanding faculty.

These include the following:

O. Max Gardner Award

This annual award is given to a UNC system faculty member who has “made the greatest contributions to the welfare of the human race.” It is considered the UNC system’s highest faculty award and includes a \$10,000 cash prize. In 2013, WCU’s nominee was Dr. Robert Young from the Program for Developed Shorelines.

U.S. Professor of the Year Award

This annual national award celebrates outstanding instructors across the country. Sponsored by CASE and The Carnegie Foundation for the Advancement of Teaching, it is the only national program to recognize excellence in undergraduate education. WCU’s nominee is Dr. Christopher Cooper, Department of Political Science and Public Affairs. Winners will be announced in the fall of 2013.

Board of Governors Award for Excellence in Teaching and Learning

This annual award encourages, identifies, recognizes, rewards, and supports excellence in teaching within the university and the UNC system. For 2012-13, the finalists for this award were Christopher Cooper, Elizabeth McRae, and Russell Curtis. The winner was Christopher Cooper in the Department of Political Science and Public Affairs.

Chancellor’s Distinguished Teaching Award

This annual award encourages, recognizes, and rewards superior teaching and meritorious performance. For 2012-13, the finalists for this award were, Risto Atanasov, Bryan Byrd, Jill Manners, Hollye Moss, and Amy Putnam. The winner was Hollye Moss of the Department of Global Management.

SOTL Scholar Award

This annual award recognizes those faculty who engage in exemplary scholarship that focuses on teaching and learning. For 2012-13, the finalists for the award were Bob Beaudet, Beth Huber, Carrie Rogers & Nancy Luke, Karyn Tomczak, Jamie Vaske, and John Wagaman. The winner was Beth Huber of the Department of English.

Jay M. Robinson e-Learning Award

This annual award recognizes those faculty who do outstanding work in eLearning. For 2012-13, the finalists for this award were Lori Caudle, Julia Wetmore, Carlie Merrit, Alvin Malesky, Ashley Cresswell, Cathy Grist, and Bethany Davidson. The winner was Alvin Malesky of the Department of Psychology.

Last Lecture Award

This annual award, chosen by students, recognizes those faculty who teach with passion and enthusiasm. For 2012-13, the winner was Bert Ogle in the School of Health Sciences. He will be presenting his last lecture to campus during homecoming week in the fall.

Professional Development Grants

These newly-created grants provide faculty with support for activities that enrich and enhance their professional development.

For 2012-13, Professional Development Grants were given to 41 members of WCU's faculty and staff for a total of close to \$30,000.

F. Events

Each year, the Coulter Faculty Commons develops a calendar of events focused on helping faculty do what they do better, whether it is teaching, research, or engagement. These events support our mission in several ways, most notably our strategic direction.

Below is a list and description of the major events held in the 2012-13 academic year:

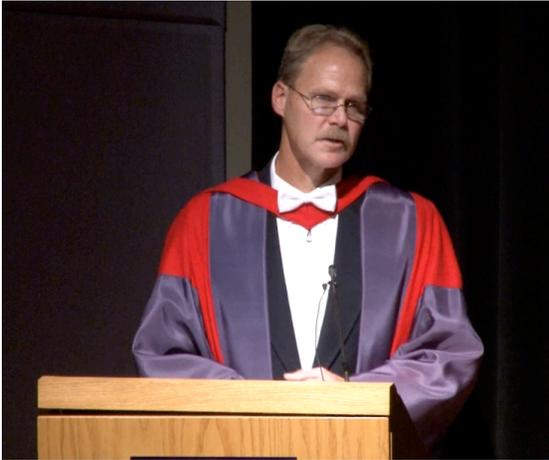
Faculty Development Day-August, 2012/January, 2013

Held just prior to the start of each semester, Faculty Development Day includes development for face-to-face and hybrid courses as well as on-line instruction. The event includes whole group sessions on relevant topics as well as structured work time for faculty to prepare for the semester ahead. This year, approximately 40 faculty attended.

New Faculty Orientation-August, 2012

Each year, the Coulter Faculty Commons spends one day with the cohort of new faculty and provides an orientation to the culture of teaching and learning on our campus. The day focuses on the seven dimensions of teaching and includes mini-workshops on course design, course delivery, assessment, student engagement, course management, scholarship, and other topics. The CFC also partners with the Division of IT to facilitate a second day of new faculty orientation related to IT systems and support. The CFC also works with the Office of the Provost to organize and support the extended sessions of new faculty orientation across the academic year.

Last Lecture-October, 2013



This year's Last Lecture presentation was given by David Dorondo in the Department of History. His talk, entitled "Sunlight through Tears: Teaching and the Burden of History," was erudite, provocative, and deeply inspiring and drew a rapt audience of students, alumni, faculty, and staff. If you missed the presentation, a complete text and video of the presentation is available on the CFC website.

eLearning Gallery Walk-October, 2012

The Coulter Faculty Commons was pleased to host the first annual eLearning Gallery Walk in 2012. Research shows that one of the most powerful forms of professional development in teaching is watching others. Consistent with the Open Classroom Project, the eLearning Course Gallery Walk invites WCU to professionally develop through visiting online courses developed by award-winning WCU instructors.

Faculty Scholarship Celebration-February, 2013

In annual partnership with the Hunter Library, the Graduate School, the Office of Undergraduate Studies, and the Honors College, the Coulter Faculty Commons co-hosts and facilitates the Faculty Scholarship Celebration. We facilitated the online intake process, produced the event brochure, and contributed to overall planning of the event and reception. This year, a record number of faculty and instructional staff submitted their work to the celebration.

Visiting Scholar-Andrew Phelps-February, 2013



This year, the Coulter Faculty Commons invited Andrew Phelps, professor and founder of the Institute for Gaming at the Rochester Institute of Technology, to WCU to give workshops and consultations on using gamification principles in higher education and RIT's Just Press Initiative. His visit was a joint collaboration between WCU and AB-Tech. Both of his presentations drew record numbers of faculty and student participants.

DigiX-April, 2013



This year, the CFC hosted its first annual digital media festival. DigiX was an all-day, digital media and technology focused event that showcased much of the most interesting and engaging ways that members of the WCU community, and beyond, are utilizing digital media. The event featured vendor presentations, teaching demonstrations, workshops, media competitions, giveaways, and much more.

Summer Institute-May, 2013

Now in its 28th year, the Summer Institute has become a stalwart of the culture of teaching and learning at WCU. The three-day event features whole group sessions and focus team sessions, each designed around a timely facet of teaching and learning. This year, the theme was *Teaching Across Divides* and focused on building bridges over conventional divides in teaching and learning. In addition to hosting participants from AB-Tech, we were pleased to extend the SITL experience to other community partners, including several participants from NCCAT.

3rd Annual WCU Leadership Retreat-May, 2013



In partnership with the Center for Leadership and Student Involvement and the Office of Human Resources, the Coulter Faculty Commons is pleased to have co-hosted the second annual Leadership Retreat for faculty, staff, and graduate students. The day long event features whole group sessions and concurrent workshops designed to empower and inspire campus leadership at every level. This year, the theme was “focusing our vision” and included sessions themed around the strategic directions in WCU’s 2020 plan. Plenary speakers included Dean Darrell Parker and Chief of Staff Melissa Wargo. Over 100 WCU faculty and staff participated.

Course Redesign Day(s)-June, 2013

This year, the CFC expanded its popular course design retreats to include themed sessions, such as integrative learning/electronic portfolios, problem-based learning, and others. These are full-day workshops in which faculty engage in intense course design or redesign activities. In addition to WCU faculty, the event also drew participants from AB-Tech, UNC-Asheville, and Montreat College.

G. CFC Projects

The Coulter Faculty Commons uses a systematic process to manage strategic projects. Following the standards set by the Division of IT, a project is any work that requires more than 24 hours of staff time and/or crosses over multiple divisions/units of the campus. Jason Ottie serves as project manager, a position that allows him to oversee, manage, and facilitate all CFC projects and to liaison with the Project Management Office in IT. The following are highlights from the 134 projects completed by the CFC team this year.

1. BUDGET 101

In partnership with the Office of the Chancellor, the CFC created the BUDGET 101 mini-course, which provides WCU faculty and staff with a baseline understanding of the budget processes at WCU. The mini-course is designed to increase transparency surrounding the budget and to help faculty and staff to engage effectively with the budget hearing and related discussions. Made available to the WCU campus this Spring, over 140 faculty and staff have completed BUDGET 101.

2. eJournals

The CFC has successfully collaborated with other schools in the UNC system to develop a common solution for publishing eJournals. While UNC-G will host the journal system, WCU will now be able to publish more journals and phase out the existing on-campus Open Journal System. To follow up on this availability, the CFC, in collaboration with the Hunter Library and the Office of Creative Services, will host an e-Publishing boot camp to assist interested parties in the process to develop, launch, manage, and publish a professional scholarly journal and are in the process of creating a comprehensive guide to creating, managing, and marketing scholarly eJournals.

3. Project Management Tools

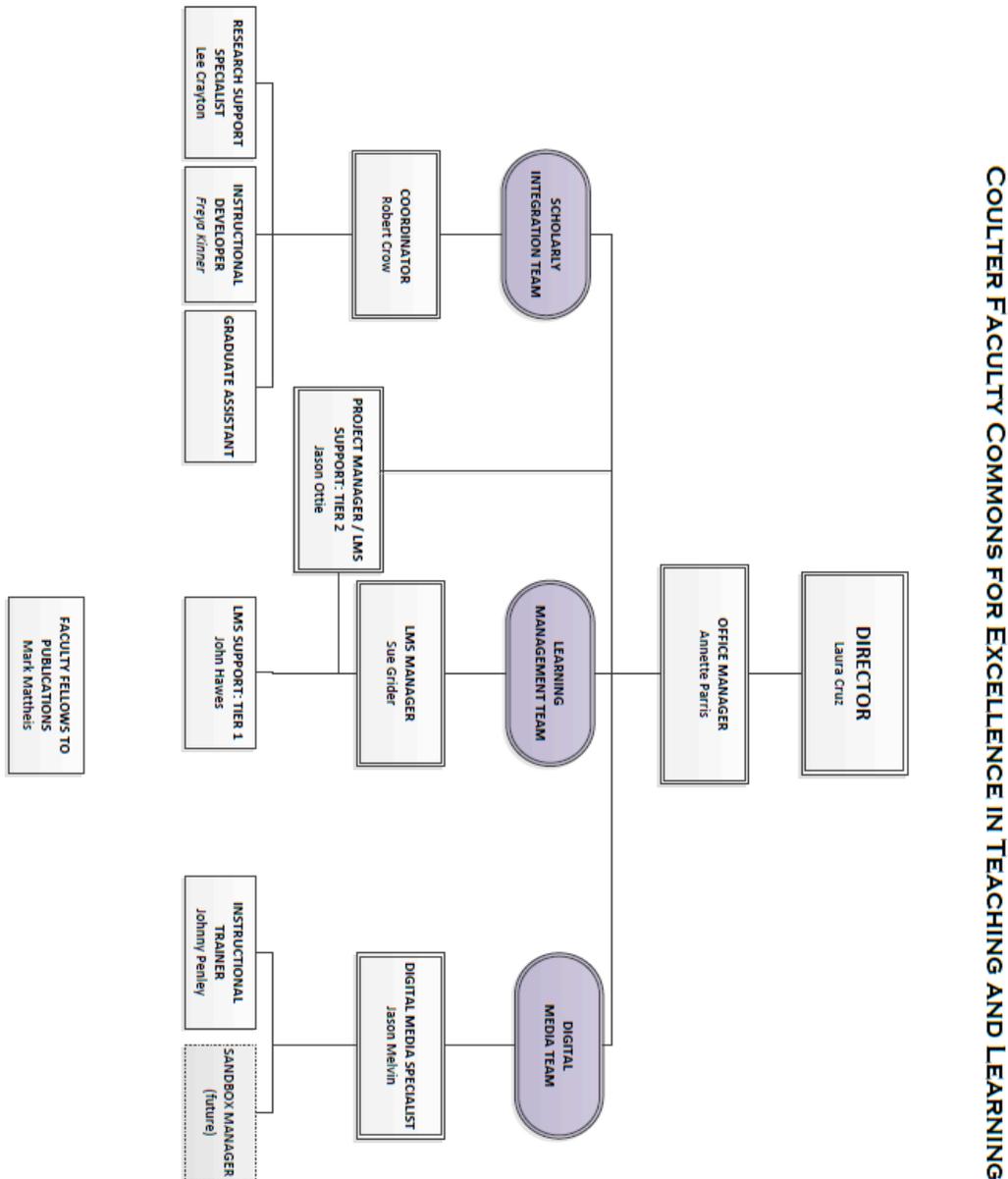
As the CFC has grown, the need to track CFC events and projects has grown even more. Last year, the CFC upgraded the project tracking database from an Excel spreadsheet to an online database. This year, the CFC is in the process of migrating the project database into the campus-wide project management system, Team Dynamix. This migration will allow for more accurate reporting and linking between IT and CFC related projects.

II. COULTER FACULTY COMMONS STAFF

The Coulter Faculty Commons staff is a collaborative of experts in the areas of instructional design and development, innovative pedagogy, digital media, instructional technology, and scholarship across the Boyer model.

A. Organizational Chart

The CFC staff is organized into four teams, reflecting both diversity of expertise with the center and the integration of capabilities around our core mission of supporting teaching and learning. This organization, as well as desired areas for future growth, is detailed in the organizational chart on the next page. It is worth noting that, for the first time in its history, the CFC staff has continued at full staffing levels, with the same staff members in place, for over a year.



B. CFC Staff Overview



Figure 3: Freya Kinner, Annette Parris, Sue Grider, and Laura Cruz all received the 'wear black' memo

1. Administration and Leadership Team

a. **Laura Cruz**, Director

As Director, Dr. Cruz leads the administrative and political oversight of the center, facilitates the professional development of the staff, creates and nurtures strategic campus partnerships, provides vision for growth and innovation, and represents the CFC as an agent of organizational change and culture. She also serves as the Editor-in-Chief of *MountainRise*, the So'TL journal housed in the CFC, facilitates nine teaching award committees, and serves as a member of the IT Leadership Council. This year, she was elected to the Executive Board of the national organization for faculty developers (POD Network) and served as the Associate Editor of that organization's premier journal, *To Improve the Academy*. An Associate Professor in the department of history, Dr. Cruz teaches 1-2 courses per year and currently sits on 2 MA Committees and 1 Dissertation Committee.

b. **Annette Parris**, Office Manager/Event Planner

This position manages all office administrative support functions, including the electronic work with budgets. She is responsible for staff travel, student time cards, and student wages. Annette serves as the first point of phone contact. In addition, she maintains the weekly workshop and office hour calendar as well as the CFC inventory. She serves as the coordinator for all CFC events and supervises students in event planning, office management, and public relations.

2. Instructional Development Team

a. **Robert Crow**, Coordinator of Instructional Development and Assessment

Robert's role has been elevated from Instructional Developer to Coordinator of Instructional Development and Assessment. This position works collaboratively with other organizational units on campus to plan, develop, facilitate, execute, and assess projects that support the University's mission and strategic goals, including the QEP, UNC Tomorrow,

Boyer Scholarship, and Stewards of Place models. The Coordinator position initiates strategic partnerships that involve faculty and professional development as well as institutional level assessment. In addition to other strategic partnerships, the coordinator serves as a liaison between the Coulter Faculty Commons, the Office of Undergraduate Studies, the Office of Institutional Planning and Effectiveness, and the Division of Educational Outreach.

b. Freya Kinner, Instructional Developer

Freya serves as an integral part of the instructional development team, headed by Robert Crow. Her responsibilities include consultations, event planning, collaborative programming, evaluation and assessment of teaching, Boyer scholarship support, and dissemination of innovative pedagogical practices. She also serves as the FACE program coordinator, Provost's Scholars program lead, and Summer Institute lead organizer. Freya brings special expertise in educational assessment, survey design, qualitative analysis, and educational research.

c. Lee Crayton, Research Support Specialist

Lee works with faculty and staff to support, facilitate, and enhance internal and external research across the Boyer model of scholarship. He works collaboratively with the Research Office to support faculty in the identification and development of external funding opportunities, consults with faculty on an individual or group basis regarding appropriate research design, methods, and evaluation, provide training and assistance for qualitative and quantitative research projects, assists faculty in the use of research software, such as SPSS/SAS, Qualtrics, ArcGIS, ATLAS.ti, identifies and facilitates the adoption of emerging research tools, software, or programs, facilitates opportunities for collaborative and peer-to-peer research support, and works with other campus stakeholders to develop policies, applications, and professional development opportunities to support research and assessment across the Boyer model of scholarship

3. LMS Support Team

a. Sue Grider, Learning Management System Manager

Sue provides leadership for the learning management system, currently Blackboard 9.1, including collaborative tools, electronic portfolios, organizations, and mobile capabilities. Sue manages access to all Blackboard-related systems, oversees all aspects of LMS team activities (including client support, professional development, incident reduction, and communication), plans and implements appropriate policies and procedures related to integrating Blackboard with the University mission, provides visible leadership for Blackboard-related activities on and off-campus, and collaborates with other IT departments to ensure effective cooperation in support of eTeaching and learning.

b. Jason Ottie, LMS Tier 2 Support Specialist/Project Manager

As the senior member of the LMS team, Jason works with faculty in all aspects of course creation, modification, and troubleshooting in the LMS environment primarily at the Tier 2 (advanced) level. He also manages and does quality control for 24/7 LMS support through Blackboard Student Services. His position also includes oversight and management of CFC projects, including the creation of a project management process.

c. **John Hawes**, LMS Tier 1 Support Specialist

A member of the LMS team, John serves as the point of first contact for client requests. He works with faculty in all aspects of course creation, modification, and troubleshooting in the LMS environment. He provides Tier 1 coverage for faculty, including phone, on-line, and face-to-face support and training.

4. Digital Media Team

a. **Jason Melvin**, Digital Media Specialist

Jason provides broad-based support for the digital media needs of the campus as a whole. Jason serves on various committees and groups involved with defining division and University media related goals and future direction, including the implementation and use of an iterative process for addressing evolving campus needs. Jason also manages the Faculty Sandbox, an area where faculty receive support and training for the use of technology in their teaching. He also works with faculty to not only demonstrate the use of computer equipment, but also software and various technologies to enhance teaching and learning. He also oversees the digital media editing lab (adjacent to Belk 274), teaches sections of courses that require the use of high end media (including Avid and DVD Studio Pro), and advises and assists faculty in departments with using, troubleshooting, upgrading, and applying advanced digital media hardware and software.

b. **Johnny Penley**, Instructional Training Specialist

Johnny serves as the CFC's primary instructional trainer, providing training to faculty and staff on a wide variety of instructional technology, including Lecture Capture, eBriefcase, Microsoft Office, digital media, and others. He also serves as the CFC Webmaster and provides technical support for events and CFC equipment. Johnny works closely with the digital media specialist (above) to ensure that faculty support needs are met through the Faculty Sandbox. Johnny is a specialist in innovative applications of social media to instruction.

5. Associated Staff

a. Faculty Fellow(s)

Mark Matheis, Faculty Fellow for Publications

The Faculty Fellow for Publications edits and produces the *Faculty Forum*, one of the campus's most widely read and sometimes controversial publications. The *Forum* moved to a bimonthly format in the Spring of 2012, due to popular demand.

b . Student Workers

Student employees provide Coulter Faculty Commons staff with the opportunity to mentor employees and to impart vital skills in using technology, writing and researching, and organizational and leadership skills. Training student workers who may go on to work in faculty development is an important component in serving all of our strategic goals. Though the Commons exists to serve faculty, the faculty and ultimately the University exist for the students. Student employees give the staff of the Commons the opportunity to have direct interaction with the most important part of all of our jobs. The CFC typically employs approximately 5-10 undergraduate student workers and 1-2 graduate student assistants.

c. Internships

The CFC works closely with career services and internship coordinators in several departments to provide opportunities for student workers and student interns. We are particularly grateful to Michael Despeaux (Career Services), Dierdre Elliott (English), and Carroll Brown (Hospitality and Tourism) for providing us with the opportunity to work with wonderful student interns. In 2012-13, we oversaw 6 student interns.

III. CFC BY THE NUMBERS

A. Services

The primary “unit” of service provided by the CFC is individual or group consultations. We encourage faculty, teams, or departments who have a question, issue, or concern about teaching and learning to make an appointment with a member of the staff. Just as teaching and learning are complex operations, these solutions may also be complex and cross multiple areas. A full breakdown of the over 100 services offered by the CFC can be found on our website at facctr.wcu.edu.

1. Services Provided (by Number)

In the 2012-13 academic year, the CFC supported 1573 unique clients and provided 6262 services.

| Year | Clients | Services |
|---------|---------|----------|
| 2008/9 | 670 | 2413 |
| 2009/10 | 889 | 3761 |
| 2010/11 | 965 | 4469 |
| 2011/12 | 1350 | 5008 |
| 2012/13 | 1573 | 6262 |

These figures represent a 15% increase in services and a 16.5% increase in clients served over the previous academic year.

2. Services Provided (by Client Type)

The Coulter Faculty Commons primarily serves all faculty, instructional staff, and graduate teaching assistants on campus, with limited service provided to undergraduate students, and visitors.

- The number of instructional staff availing themselves of CFC services has grown 32% over last year, perhaps reflecting the greater integration of faculty and staff development opportunities.
- The number of graduate students availing themselves of CFC services has also grown steadily since 2009, representing a significant increase over even last year, a reflection of the increasing partnership between the CFC and the Graduate School.

| | 2007-8 | 2008-9 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------|--------|--------|---------|---------|---------|---------|
| Faculty | 338 | 512 | 449 | 549 | 583 | 555 |
| Graduate Students | | 46 | 94 | 125 | 130 | 235 |
| Staff | | 43 | 121 | 140 | 168 | 223 |
| Students | | 88 | 318 | 146 | 469 | 560 |
| Other | | 8 | 4 | 5 | | |

3. Services Provided (by Percentage)

Each year, the CFC analyzes the percentage of faculty who avail themselves of the wide range of services provided by the CFC. According to recent research, the national average for faculty centers is between 30-40%. As is apparent in the chart below, WCU continues to well exceed this average, which is a testament to the commitment to teaching, learning, and scholarship on this campus. This year, we experienced a notable uptick in the number of services per faculty member, perhaps reflecting our commitment to deepening the scope of faculty development as well as broadening it.

| Year | Unique Faculty | Total Faculty | Ratio |
|---------|----------------|---------------|-------|
| 2012-13 | 555 | 614 | 91 |
| 2011-12 | 583 | 615 | 94 |
| 2010-11 | 549 | 658 | 83 |
| 2009-10 | 449 | 639 | 70 |
| 2008-9 | 455 | 705 | 64.5 |
| 2007-8 | 338 | 724 | 47 |
| 2006-7 | 283 | 701 | 40 |

4. Services Provided By Academic College

CFC services are available to all faculty, instructional staff, and graduate students at WCU. Engagement varies by department and discipline, but the trends below suggest particular growth in the number of services provided to faculty in the College of Health and Human Sciences (18% increase), the College of Education and Allied Professions (21% increase), and the College of Business (90% increase).

| | 2010 | 2011-12 | 2012-13 |
|----------------------------|------|---------|---------|
| College of Arts & Sciences | 765 | 882 | 938 |
| College of Business | 180 | 296 | 565 |
| CEAP | 797 | 1031 | 1248 |
| CFAP | 289 | 304 | 301 |
| HHS | 457 | 887 | 1047 |
| Kimmel School | 91 | 80 | 93 |

5. Services Provided (Quality)

The overall mission of the CFC is to provide one stop support for teaching, learning, and research for faculty and graduate teaching assistants at WCU. We measure our success in achieving our mission, goals, and strategic directions by several means.

a. Demand for Services: Cherwell

Every service we provide is logged and categorized into the Cherwell ticketing system. This service enables us to read changes in demand for services and to appropriate staff and resources accordingly. We generate weekly, monthly, quarterly, and annual reports of the data collected. These reports are reviewed on a bi-monthly basis by the collective staff. The CFC Director also reviews the Cherwell reports with the CIO and the Associate Provost on a monthly basis. This information was used to create the metrics outlined in the previous sections.

b. Customer Service: HDI

Our users who report incidents are surveyed periodically by HDI, the Help Desk Institute. We are able to generate this data for the unit as well as for individual staff members. In 2012-13, the CFC HDI averages were as follows (five is the highest score for each category).

| | Courtesy | Knowledge | Timeliness | Quality | Overall |
|---------------|----------|-----------|------------|---------|---------|
| All Incidents | 5.00 | 4.89 | 4.89 | 5.00 | 5.00 |

These numbers are within the best practices guidelines developed by the Help Desk Institute for institutions of higher education. These scores represent the highest that the CFC has earned since we first start using this ticket system.

c. Student Learning: Annual Survey

Each Spring, the CFC administers a survey of faculty and other clients. After reviewing survey practices at other institutions, we changed the survey questions in 2010 to more accurately capture the impact of faculty development on student learning.

i. Client Satisfaction

Below is a summary with overall satisfaction with CFC services (% who agreed or strongly agreed):

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------------------------|---------|---------|---------|---------|
| Overall Satisfaction | 94% | 88% | 92% | 100% |
| Teaching and learning satisfaction | 93% | 91% | 96% | 100% |
| Educational technology satisfaction | 96% | 81% | 96% | 100% |
| Change of Practice | 79% | 85% | 92% | 91% |

In the upcoming year, the CFC will be undertaking an extensive project to revolutionize its assessment practices and to lead the way in modeling innovative and exemplary outcomes-based programmatic assessment.

ii. Impact

In addition to information about services used and customer service satisfaction, the survey also asks faculty to document and comment upon changes in teaching practice related to their involvement with the CFC. In the Spring 2013 survey, 91% of responding faculty indicated a significant change in practice based on their work with our staff. This strongly suggests that the CFC is having a positive influence on the teaching and learning culture at WCU.

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question Text: 10. Have you changed your teaching practice or implemented something new as a result of your experience with a service, staff member, workshop, or experience with the Coulter Faculty Commons? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| |
|---------------------------|
| Response: 91 % YES |
|---------------------------|

c. Event Satisfaction

For most events, workshops, or other extended service, the CFC collects evaluation data from all participants. Across all events, the CFC averages 3.85 out of 4 on Likert scale questions and with 100% of all responses recorded as agree/strongly agree.

B. Scholarly Integration Services

1. Overview

The heart and soul of the CFC is its work with instructional design and development. The team has now merged with research support services (Lee Crayton).

Instructional Development Services

| Year | Clients | Services |
|---------|---------|----------|
| 2011-12 | 515 | 944 |
| 2012-13 | 715 | 1398 |

Over the past two years, we have seen a strong upward trend in requests for instructional development support, and instructional development constitutes a much higher percentage of overall CFC services offered, from 18.8% in 2011-12 to 22% in 2012-13.

In February, the research support position reached the one-year mark. Because this position was organizationally innovative, we wanted to take stock and get a sense of the demand for these services. The Research Support Specialist provided an average of 22 services and consultations per month for the first year. The table below shows a breakdown of those services rendered by category.

| Table 1: Services by Faculty and Staff Status | | |
|------------------------------------------------------|------------------------|----------------------|
| | Percent Faculty | Percent Staff |
| Research Support | 44.0 | 63.9 |
| Publication | 4.5 | 1.3 |
| Qualtrics Administration | 10.4 | 19.4 |
| Qualtrics Consultation | 17.2 | 36.1 |
| Research Design | 11.9 | 8.3 |
| Software Installation | 41.8 | 20.8 |
| ArcGIS | 7.5 | 11.1 |
| ATLAS-ti | 3.0 | -- |
| SAS | 14.9 | 5.6 |
| SPSS | 19.4 | 9.7 |
| STATA | 3.7 | 1.4 |
| Software Use | 6.7 | 8.3 |
| SPSS | 6.7 | 8.3 |
| Data Analysis Consultation | 7.5 | 6.9 |

2. Notable Projects: Scholarly Integration Team

a. Provost's Scholars Program

Adopted from a national model, this program places outstanding students in a small class (LEAD 297) in which they develop a research question based on WCU's institutional data, design and conduct a research project related to improving retention, and report on their recommendations to the campus community. The scholars presented their findings in a formal campus presentation and poster session at the Undergraduate Research Expo.

b. FACE Program

The FACE (Faculty Associates for Campus Engagement) program is designed to tap into the collective expertise and experience of current WCU faculty and staff through peer-to-peer learning communities and individual consultations. Started in the Spring of 2012, the program included FACE groups devoted to iPads, qualitative research, online teaching and learning, distinguished professors, readers' roundtables, writing circles, first year experiences, classroom management, scholarship of teaching and learning, and other subjects. The FACE program provided services in the Spring semester alone.

c. SoTL Unique Identifiers

This team found an innovative way to solve a frustrating issue for faculty looking to do longitudinal studies on student learning. Lee Crayton, together with the LMS team, found a way to use Blackboard to generate unique identifiers for students that can be used in survey responses across their matriculation at WCU. This allows those pursuing SoTL projects to be able to track students while still maintaining confidentiality.

D. Digital Media Services

1. Overview

The home of digital media at WCU is the Faculty Sandbox, our digital media computer lab formally located at Hunter 182 and now moved to Hunter 166. In addition to consultations in the Sandbox, the digital media team also oversees wiki and blog access and development, publishing software, audio and video editing, social networking media, lecture capture, and podcasts. This team also provides access to media servers for undergraduate students, notably those in media-intense majors such as Motion Picture and Television Production and Graphic Design.

Digital Media Support Services (Faculty and Staff)

| Year | Clients | Services |
|---------|---------|----------|
| 2011-12 | 338 | 929 |
| 2012-13 | 437 | 1235 |

2. Notable Projects: Digital Media Team

a. Classroom Speakers Catalog

In order to provide an online hub for WCU's many talented classroom speakers, the Digital Media team designed and implemented the Classroom Speakers Catalog. The CSC offers a directory of contact information of speakers and available topics that classroom instructors can utilize. The CFC is currently in discussion with other institutions in the region to expand the scope of the CSC to include our regional partners.

b. On-Line Training Initiative

The Digital Media team led a project to explore alternatives to WCU's Dell Learning System description. After choosing to discontinue the Dell system, the CFC put together a committee of training specialists who resolved to develop an in-house training portal to manage WCU's technology training needs. This portal will provide faculty, staff, and students with easy access to the various online training materials offered by WCU on one website. This committee also resolved to update current online training materials to a higher standard of multimedia presentation.

c. Capitalism Quest / Gamification

In accordance with the Coulter Faculty Commons' ongoing investigation into the application and efficacy of gamification concepts in the classroom, the Digital Media team designed and implemented a gamified activity for use in an interdisciplinary course. This project entailed adapting the course work for gamification, choosing a game platform, and coding an online database to track user participation. The results of the project are currently being developed for publication and, based on that experience, the Digital Media team is exploring the means to develop and possibly pilot a cross-disciplinary gamification platform for next year.

E. LMS Support Services

1. Overview

This year, under the leadership of LMS manager Sue Grider, the LMS team was able to significantly expand the capabilities available in Blackboard 9.1 Learn, WCU's LMS platform.

a. Services

The LMS continues to provide large numbers of services to WCU faculty, staff, and students. Their work represents just over 50% of the total services offered by the CFC.

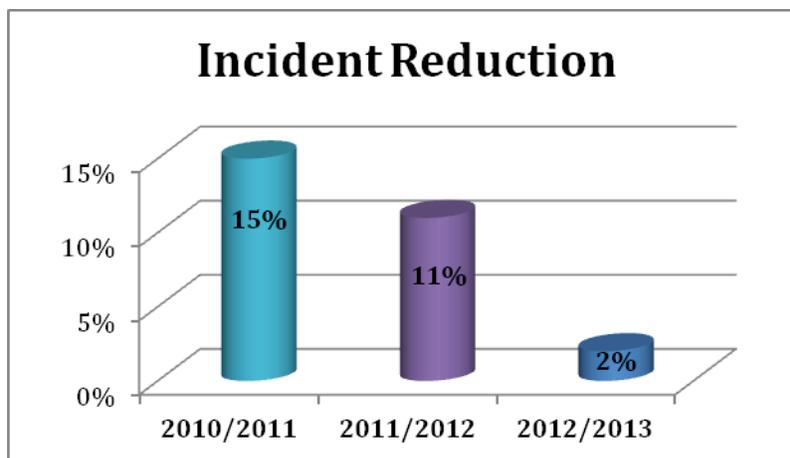
| | Clients | Services |
|---------|---------|----------|
| 2011-12 | 759 | 2845 |
| 2012-13 | 877 | 3342 |

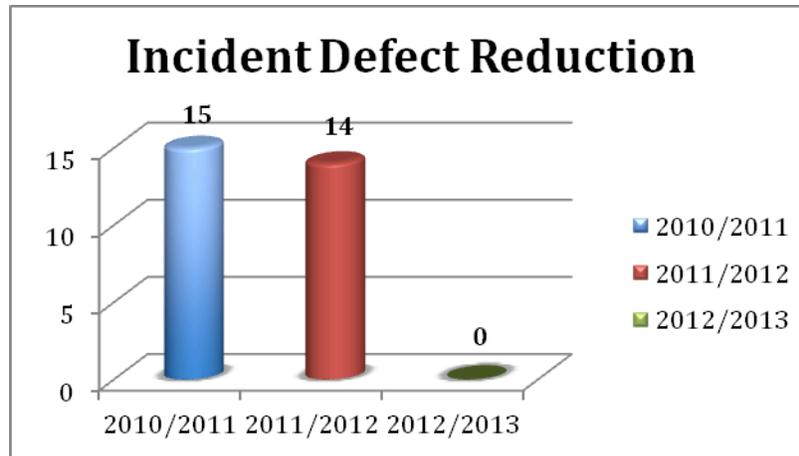
b. Customer Service

This commitment to high quality customer service is evident in the reduction of incident defects, or clients unsatisfied with the support they received from the team (see chart below).

-Incidents are those requests that relate to something that is broken. A decline in incidents reflects the highly proactive and preventative orientation of the LMS team.

-Incident defects are those tickets in which the client indicates that they were dissatisfied with the service that they received. A decline in incident defects reflects the LMS team's commitment to high quality customer service.



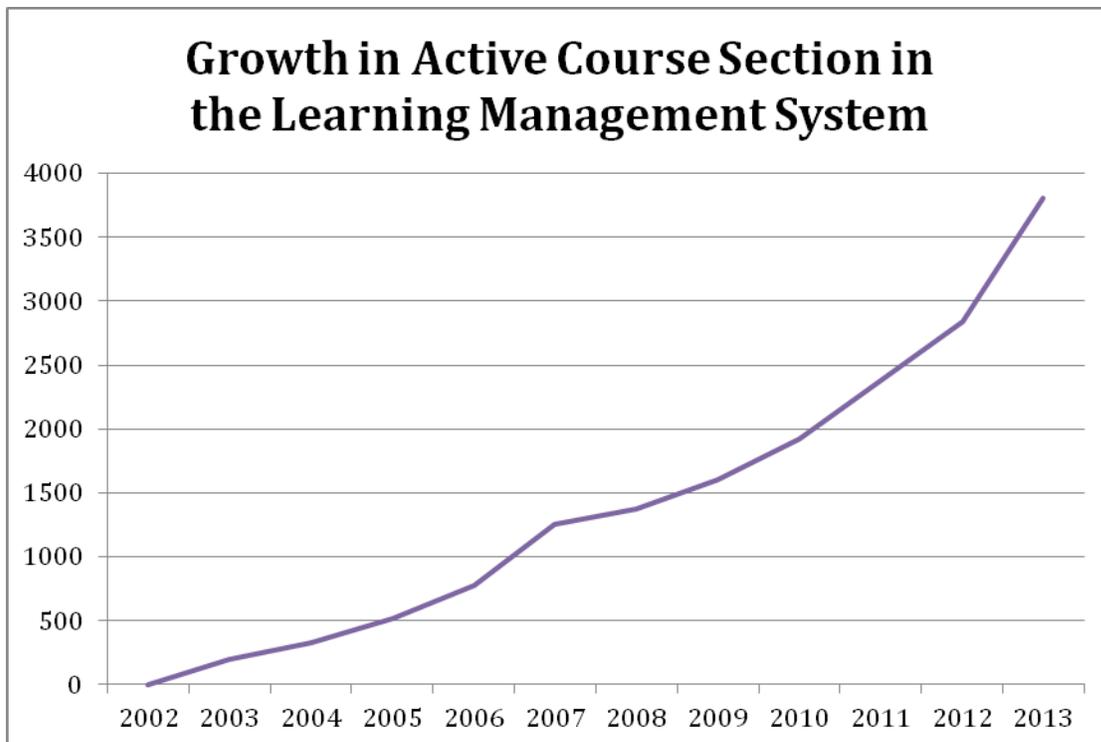


c. Active Courses in Blackboard

The number of active courses continues to increase each year at WCU (see chart below). By default, all WCU courses receive a Blackboard course shell and more faculty each year are using Blackboard to share content with their students. It is important to note that the rate of increase in course sections is greater than the rate of overall enrollment growth for WCU.

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------|------|------|------|------|------|------|------|------|
| Courses | 780 | 1200 | 1400 | 1600 | 1925 | 2386 | 2839 | 3804 |
| % Change | | +54% | +16% | +14% | +20% | +24% | +19% | +34% |

| | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 |
|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Courses | 734 | 1652 | 2520 | 2781 | 2975 | 2925 |
| % Change | | +125% | +53% | +10% | +7% | -2% |
| Faculty | 275 | 509 | 665 | 634 | 658 | 667 |
| % Change | | +85% | +31% | -5% | +4% | +1% |



d. Organizations and Student Centers

In addition to more courses in Blackboard, we also have 73 organizations and 45 Student Centers. The Organizations are primarily used by departments or programs that have a need to share information with a large group of people that are enrolled based upon non-Banner registration fields. Examples include faculty members within a department, award committees, certification exam preparation, or people with a common field of interest.

The Student Centers are similar but the enrollment often comes from the campus registration outside of specific course registration. Examples include student with a particular declared major, employee status, student within a specified field of study or for continuing education courses. More information about Student Centers and Organizations can be found by going to <http://BlackboardOrgs.wcu.edu>.

e. External Partners

In an effort to help faculty include community partners in their courses, the LMS Team has provided a method for requesting and adding external community partners to help make the courses richer with different knowledge and perspectives. Currently, WCU has a total of 108 community partners engaged in a variety of courses and programs.

2. Blackboard Student Services

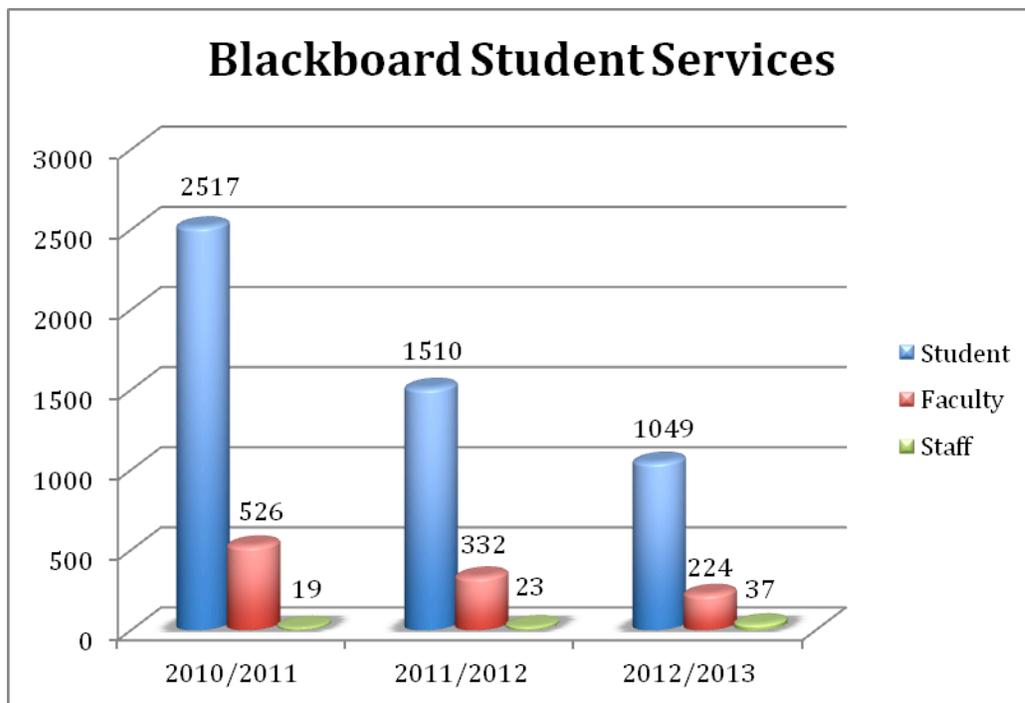
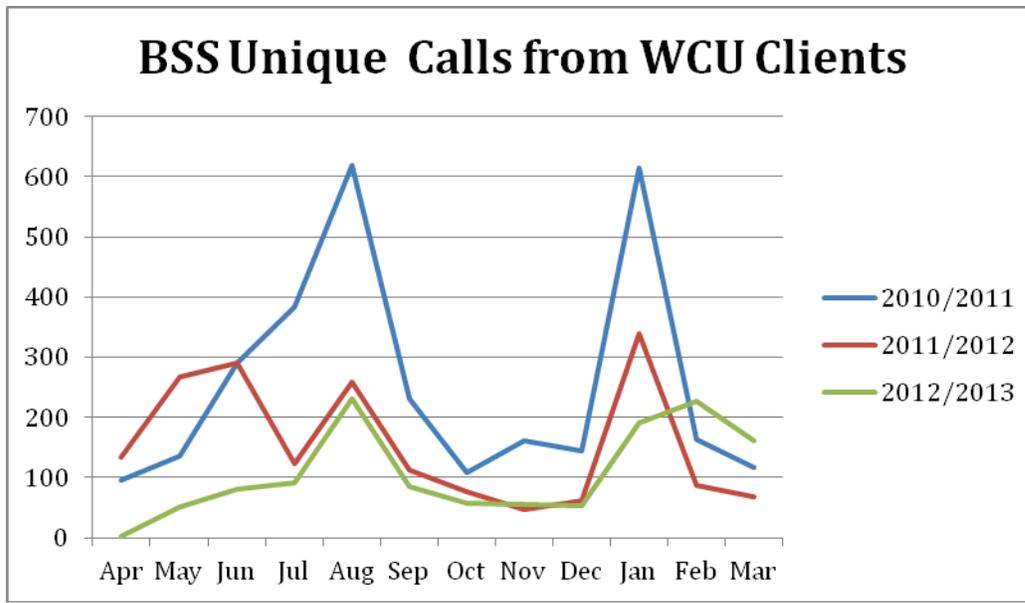
The Coulter Faculty Commons and the Division of IT have been working together to build a closer relationship between WCU and Blackboard Student Services (BSS), the company that provides student support and off-hours support to faculty and staff. The outcome of this is for BSS to provide a more positive, customer-friendly approach to LMS support. The following changes have occurred in BSS that ultimately help our WCU clients.

- Call Center
- Training Curriculum
- Multiple Submission Formats (Knowledge Base, Live Chat, Self-Ticket Submission and Phone Support)
- Increased Staffing
- New customer service models
- Increased Reporting

During the past year we have seen continued improvement in our 24/7 support quality. A dedicated member of the LMS Team keeps abreast of the calls answered by BSS each week. If there is a problem, it is addressed with our representative quickly to ensure that others do not experience the same issue. The LMS Team is continuing to strengthen its relationship with BSS by engaging in activities that will strengthen the association.

- Annual call center visits
- Self-Service Portal for BSS users
- On-Site visits by BSS to WCU
- User Data Upload to provide user information to BSS
- Team-to-team Communication

This year, there has been a marked decrease in the number of calls handled by BSS. We consider this to be a positive trend, indicating the growing use of available self-help materials through the newly created BSS knowledge base, the growing ability of our students and our faculty in navigating the Blackboard environment, and the increasing number of staff members using Blackboard.



3. Virtual Conferencing: GoToMeeting/GoToWebinar

WCU adopted GoToMeeting/GoToWebinar for its virtual conferencing needs at the start of the 2012-13 academic year. The CFC was able to successful negotiate an expansion of available licenses to include 500 student licenses, a capability that WCU did not previously enjoy.

To date, usage for GTM has well surpassed usage numbers for its predecessor, Wimba. We attribute this increase to three factors. First, GTM is very easy to use and requires little to no training for students, faculty, or guests. Secondly, the use of virtual conferencing is becoming more common in the workplace. And, finally, with the budget constraints WCU and other state institutions are facing, virtual conferencing provides low-cost solutions for visiting scholars, phone interviews, and other applications.

GoToMeeting/GoToWebinar Usage by Role 2012-13

| Group | Issued |
|--------------------|------------|
| Faculty | 148 |
| Graduate Students | 48 |
| Staff | 51 |
| Community Partners | 7 |
| Total | 254 |

GoToMeeting/GoToWebinar Usage by College 2012-13

| Group | Issued |
|---------------------------------------------------------|------------|
| College of Arts and Sciences | 12 |
| College of Business | 28 |
| College of Education and Allied Professions | 51 |
| College of Fine and Performing Arts | 6 |
| College of Health and Human Science | 45 |
| Kimmel School of Construction Management and Technology | 2 |
| Educational Outreach | 4 |
| Community Partners | 7 |
| Graduate Students | 48 |
| Staff | 51 |
| Total | 254 |

4. Blackboard Mobile Learn

Since the summer of 2010, the Blackboard Mobile Learn Building Block has been available. This Building Block allows users to check their courses for posts, announcements, and for students to check their grades on their smart-devices such as an iPad, iPhone, or any other smart phone or tablet. This was a free service to our faculty and students but was hindered because there is not a Sprint cell tower close to the WCU campus. This meant that users with Android phones or tablets could not access the app, so its usage on campus was very limited.

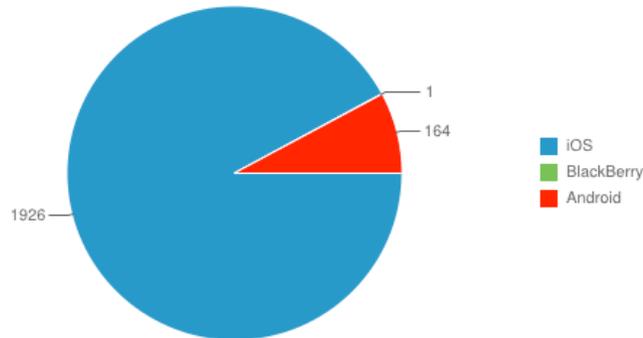
On July 11th, 2012, Blackboard announced that they would not be renegotiating their contract with Sprint and, subsequently, this would allow them to provide the Blackboard

Mobile Learn app to anyone who wanted to use it, at a price of \$1.99 for a one year license and \$5.99 for a perpetual license.

Currently, there are over 2,000 unique users of the Blackboard Mobile Learn app. As shown in the chart below, the vast majority of the app users are using Apple devices, but Android users are steadily increasing.

WCU Blackboard Mobile Users 2012-

UNIQUE USERS BY PLATFORM



13

In response to the use of the Blackboard Mobile Learn app, the LMS Team has provided technical information to the Technology Commons and Class TIPS as well as creating a course that will help demonstrate some design recommendations that will help the users who have elected to purchase the app. The LMS Team is also creating pros and cons pages for both faculty and students. We would like to make sure that all users of the Mobile Learn app realize that the app is not a replacement for an actual computer and that all graded assignments or tasks should be performed on a computer with a stable Internet connection.

5. Upgrades

One of the main challenges for any LMS Team is to not only maintain the current system but also to update it so that the users are able to get the most the system has to offer. Our LMS Team at WCU is no different. We strive to not only provide the users of the Blackboard system with a stable system but also with the most current features while not sacrificing any existing functionality.

In order for this to occur, it takes months of testing and planning on behalf of our clients. Our Blackboard Complex Hosting Manager, with whom we speak weekly, has informed us that we perform some of the most extensive testing of all the hosted clients. We do this to ensure that, like physicians, we do no harm.

Below is a chart of the updates and patches that have been installed/applied during the 2012/2013 year, as well as a chart that shows the features that were added as a result of these upgrades.

| Date | Service |
|----------------------|-----------------------------|
| December 2012 | Service Pack 8 |
| December 2012 | Service Pack 9 |
| April 2013 | My Messages Building Block |
| April 2013 | Browser Test Building Block |
| May 2013 | Service Pack 10 |
| May 2013 | Service Pack 11 |
| May 2013 | Calendar Building Block |

| | Feature | Service Pack |
|----------------------|----------------------------------------|---------------------|
| Global | Course-to-course Navigation | Service Pack 8 |
| Assessments | Automatic Re-grading | Service Pack 8 |
| Grade Center | Negative Marking | Service Pack 8 |
| Global/Design | Course Structures | Service Pack 8 |
| Global/Design | Course Themes | Service Pack 8 |
| Global | Global Navigation | Service Pack 10 |
| Assessment | Fill-in-the-blank Question Enhancement | Service Pack 10 |
| Assessment | Assessment Item Analysis | Service Pack 10 |

(Note: Even numbered service packs often contain client updates while odd number service packs contain administrative updates.)

IV. STRATEGIC PARTNERSHIPS

Over the past two years, the CFC has moved from a “one size fits all” provision of services to an intentional emphasis on building or strengthening strategic partnerships with units, both academic and non-academic, across campus. By focusing our services strategically, we have found that we are able to work more efficiently and better serve as agents of organizational change and cultural integration. Such partnerships are further supported by a growing body of research literature suggesting that these may become best practices for other institutions in the near future. The use of “strategic partnerships” represents an original model of faculty development and has received national and regional recognition.

A. Campus Partnerships

The CFC is privileged to work closely with the following units:

Academic Affairs/Office of the Provost

The CFC reports directly to the Associate Provost in the Office of Academic Affairs. In addition to directly serving the mission of this unit, the CFC actively participates in many

Academic Affairs initiatives and projects, including New Faculty Orientation and the provision of teaching awards. It also provides support for engaged scholarship, tenure and promotion documentation, first year programs, liberal studies programs, and more.

Information Technology

Because of its innovative integration of pedagogy and technology, the CFC enjoys a distinct and significant relationship with the IT Division. The Director has a gray line report to the CIO and serves on the IT Leadership Council along with the IT Directors. In addition, the CFC director plays an integral role in the facilitation of the IT academic governance process. The CFC staff serve on multiple IT committees and participate in joint initiatives, notably including the LMS support and development, Cherwell documentation, search committees, instructional training, and the digital media needs assessment process.

Office of Undergraduate Studies

The CFC directly supports the goals of the Office of Undergraduate Studies. This past year, we partnered with this office on several initiatives, notably including the Learning Communities Symposium. The role of Coordinator of Instructional Development and Assessment is, in part, dedicated to furthering and deepening this partnership. The Coordinator serves on the QEP Assessment Committee, the First Year Experience Task Force, and co-facilitates events and activities related to Undergraduate Studies. Further, the CFC is a frequent partner with the Office of Service Learning, working to coordinate faculty support for service learning initiatives.

Educational Outreach

The CFC staff work closely with the Division of Educational Outreach to ensure that WCU provides quality on-line and distance learning opportunities for faculty and students. The Dean of Educational Outreach serves on the LMS Faculty Advisory Board and has partnered with CFC staff on several initiatives, including the production of an online readiness module for students. The CFC and the Division of Educational Outreach have crafted a coordinated plan for implementing Quality Matters for assessing online courses in the 2013-14 academic year.

Graduate School and Research

The CFC provides numerous opportunities for graduate student development under the auspices of the GATE (Graduate Assistant Teaching Experience) program. These include an orientation session each fall, individual consultations, and a workshop series. CFC services are available to all graduate students, especially teaching assistants, and the number of graduate students utilizing these has been steadily rising over the past few years (see above). We have also partnered with the Office of Sponsored Research through the Faculty Research Support Specialist, who works with that office to promote a constructive culture for scholarship related to external funding.

Division of Student Affairs

The CFC works with Student Affairs in various initiatives designed to increase the integration between Student and Academic Affairs, including work with academic integrity (Department of Student and Community Ethics), diversity awareness (Intercultural Affairs), leadership (Office of Leadership and Student Involvement), undergraduate research (Office of Leadership and Student Involvement) and faculty-student relations. We are particularly

proud of our Provost's Scholars program, offered as a LEAD course, which engages outstanding students in institutional research and the scholarship of teaching and learning.

Office of Institutional Planning and Effectiveness

The CFC works with the Office of Institutional Planning and Effectiveness to support faculty use of data generated from that office. We also actively partner with their members on QEP assessment. The Coordinator of Instructional Development and Assessment has recently served as a SACS reviewer and as the editor of WCU's SACS Fifth-year report. The CFC has also initiated a research group that is analyzing COACHE data.

Academic Departments

The CFC supports the work of all academic departments through its provision of services. We also make special partnerships with specific units. This year, for example, we worked closely with the department of Geosciences and Natural Resource Management (NSF Grant Assessment), the College of Business (faculty development workshop series), the College of Education and Allied Professions (eLearning Gallery Walk), the department of Motion Picture Production (digital media support), and more.

B. External Partnerships

System Partners: The CFC frequently collaborates with other UNC Faculty Center Directors to provide system-wide initiatives relating to faculty development. We also actively participate in the UNC-TLT (Teaching and Learning with Technology) collaborative and with UNC-Cause (an organization for IT professionals).

Regional Partners: Along with representatives from UNC-Asheville and AB-Tech, the CFC is a founding member of a consortium of regional institutions that partner for the purposes of supporting faculty development in the region. The organization includes two-year and four-year colleges in the western part of North Carolina. Planned initiatives include grant development, shared resources, and coordinated events and activities. This past year, we saw increased participation in CFC events by representatives from our regional partner institutions, shared resources (including visiting scholars), and greater opportunities for collaborative advocacy.

Community Partners: This year, the CFC intentionally and significantly increased its partnerships with strategic community partners in the Western North Carolina region, a reflection of the increasingly engaged mission of the institution. We were pleased to work extensively with representatives from NCCAT (The North Carolina Center for the Advancement of Teaching), and the Coulter Regional Leadership Initiative. We also partnered with the WCU Center for Service Learning on creating opportunities for faculty development and scholarship that meet regional and community needs.

National/International Partners: CFC staff are members of multiple national and international societies, including ISSOTL, POD (Professional and Organization Development), SRFIDC (Southern Regional Faculty Instructional Development Consortium), and AERA (American Educational Research Association) (for full list, see below). The director is a leader in POD and currently serves as an elected member of their executive steering committee and as editor of their premier publication, *To Improve the*

Academy. We also serve as consultants and collaborators with other institutions on the use of Blackboard, ePortfolios, Boyer scholarship, and virtual collaboration tools. This past year, the CFC provided active consultation/support/resources to other campuses, including Sage Colleges, the University of Northern Iowa, AB-Tech, Montreat College, UNC-Asheville, University of Houston-Clear Lake, and the University of Jacksonville.

V. LEADERSHIP

A. National and Regional Leadership

The CFC is widely recognized as an exemplary national and regional model for faculty development. We represent a unique integration of pedagogy and technology that has been widely presented, published, commented upon, and awarded national recognition. We are frequently consulted by new and established faculty centers on best practices, innovative support models, and Boyer scholarship integration. We lead the state, indeed at times even the nation, in our productivity levels, scholarly output, assessment models, and support framework.

B. Innovative Models

The CFC prides itself on its innovative model of integrating technology and pedagogy. This strategic integration is apparent in the organization of the CFC staffing, the implementation of support structures, and the assessment of CFC impact, all of which have been detailed in this document. The innovation in assessment was, in fact, recognized in the form of a national award from Campus Technologies in 2010.

An integral part of that model is the development of the WRAP model of faculty support, the creation of which has resulted in several publications and presentations. Simply put, the WRAP model suggests that the CFC wraps each faculty member in a constellation of support. Previously, the model had been conceptualized show direct lines of support between core and center (see diagram 1, below).

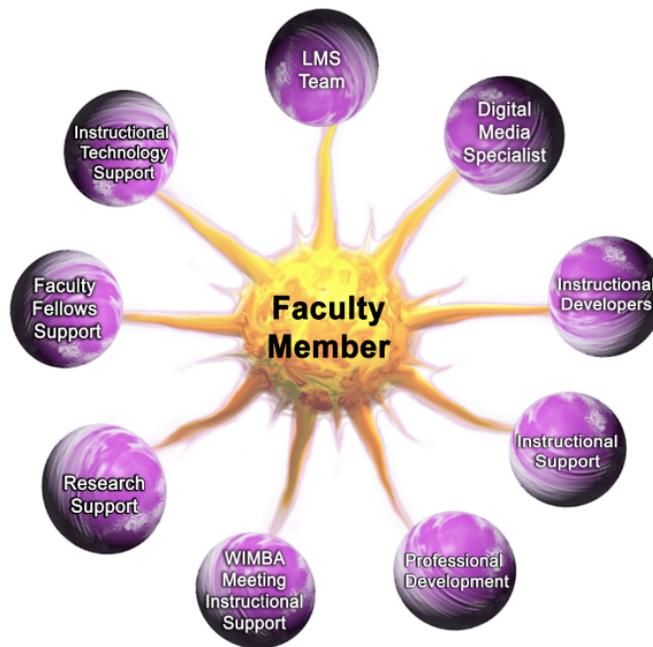


Diagram 1: The CFC's WRAP Model (original)

This model enables the CFC to provide services and to respond with flexibility to the changing demands of faculty, graduate students, and other clients and to increase productivity without increasing staff members (see service productivity data in Section IIB above).

C. Scholarly Contributions

As part of its leadership mission, the CFC staff are active participants in scholarly activity, from conference presentations to publications.

1. Conference Presentations:

Freya Kinner, "Student reflections in an undergraduate institutional SoTL course: A gateway to learning, leadership, and social change."

Given to 2013 SRFIDC Conference

March 2013

Freya Kinner, "SoTL²: Research on undergraduate students as institutional SoTL researchers."

Given to the Conference on Higher Education Pedagogy

February 2013

Laura Cruz and Marie Huff, "Health Education in the New Millennium: Creating Spaces for Collaborative Learning"

Given to the HETL Annual Conference January 2013

Robert Crow, "Assessing the Impact of the Quality Enhancement Plan (QEP)"

Given to the annual SACS Conference December 2012

Johnny Penley, "Solving the Workshop: Alternate Delivery Methods for Faulty Technology Training."

Given to the UNC CAUSE Annual Conference November 2012

Robert Crow and Laura Cruz, "It's a Family Affair: Graduate Student Development at Regional Comprehensive Institution"

Given to the POD Annual Conference October 2012

Laura Cruz and James Groccia, "Getting Published in To Improve the Academy"

Given to the POD Annual Conference October 2012

Crow, R. & Hinton, J. "Work with your Instructional Developer to Achieve Curriculum and Quality Enhancement Goals."

Given to the American Therapeutic Recreation Association October 2012

Crow, R. & Fouts, S. (2012, September). "Preparing the Adult Learner for Online Learning: The Catamount Online Readiness Experience (CORE)"

Given to the NC Adult Education Association September 2012

2. Invited Presentations (off-campus or off campus constituencies)

Laura Cruz, "Publishing in the Field", "Using Small Group Analysis", & "Directing Centers"
8th International Institute for New Faculty Developers June, 2013

Robert Crow, "A Radical Approach to Course Design"
WNC Summer History Teaching Institute June 2013

Robert Crow, "Course and Program Outcomes: SACS"
WNC Community College Accounting Instructors April 2013

Andrew Adams, Robert Crow, Laura Cruz, Winford Gordon, & Hollye Moss
"Living in a Post-Boyer World"
University of Northern Iowa February 2013

Robert Crow, "Gated Communities"
Lilly Conference (Pre-Conference Workshop) February 2013

Laura Cruz (Keynote), "Integrating Boyer into your Institutional Culture"
Sage Colleges October 2012

Johnny Penley, "Virtual Conferencing with GoToMeeting"
SBTDC/Asheville 2013

Robert Crow and Freya Kinner, "Beyond the Flipped Classroom"
AB-Tech October 2012

Robert Crow & Laura Cruz, "Integrating Boyer: Recognition and Reward"
Belmont State University June 2012

Johnny Penley, "Alternatives to PowerPoint"
SBTDC/Asheville 2012

3. Publications:

James Groccia and Laura Cruz (eds) (2013) *To Improve the Academy: Resources for Instructional and Professional Development*, v. 34. Jossey-Bass: San Francisco.

Kathleen Brennan, Laura Cruz, and Freya Kinner (2013). "It's a Family Affair: Graduate Student Development at Regional Comprehensive Universities" in J. Groccia and L. Cruz (ed). *To Improve the Academy*, v. 34.

Laura Cruz and Marie Huff, "Bridging Gaps and Creating Spaces: Health Education and the New Millennium" to be published in *International HETL Review* Fall 2013.

Laura Cruz and Jack Sholder (2013), "From Hills to Halls: A Modern Parable of Transitioning to Academia", *The Journal of the Scholarship of Teaching and Learning*. In press.

Merritt, C., & Crow, R. (2013). Sounding the alarm: Preparing emergency managers in Second Life. In S. Gregory, M. Lee, B. Delgarno, & B. Tynan, (Eds.), *Virtual worlds in online and distance education*. Athabasca University Press: Athabasca AB: Canada. (In press)

Crow, R. (2013). Review of the book *Teaching with classroom response systems: Creating active learning environments*, by D. Bruff, San Francisco, CA: Jossey-Bass, *MountainRise*, 8(1).

Barbara Jo White, Laura Cruz, Jill Ellern, George Ford, and Hollye Moss (2013). "Semi-Radical: Navigating the Boundaries of the Scholarship of Engagement at a Regional Comprehensive University," (co-author) *Journal of Higher Education Outreach and Engagement*.

4. Internal/Internally Reviewed Publications (over 20 pages)

Laura Cruz and Debbie Justice, "Master Planning Report: Infrastructure"
January 2013

Laura Cruz and CFC Staff, "Coulter Faculty Commons External Review Report"
March 2013

Laura Cruz and CFC Staff, "Coulter Faculty Commons Strategic Plan"
March 2013

Laura Cruz and CFC Staff, "Coulter Faculty Commons Annual Report"
June 2013

Robert Crow (Editor), "5-year Impact Report and QEP Impact Report" for Southern Association of Colleges & Schools (SACSCOC) accreditation
March, 2013

5. Editorial Work

Editorial Office, *MountainRise: The International Journal of the Scholarship of Teaching and Learning* (3 issues per year)

Editorial Reviewers:

- Journal of the Scholarship of Teaching and Learning
- Transformative Dialogues
- International Journal for Academic Development

- POD Network (conference proposal reviewers)
- Journal of Graduate Student Development
- IJELLO (Learning Objects) (Conference and manuscript reviewer)
- Studies in Graduate and Professional Student Development
- Journal of Online Learning & Teaching
- MountainRise

D. Engagement

In keeping with its mission and role in leadership and organizational change, the CFC staff are active citizens in national, regional, and institutional communities.

1. National/Regional Service

Laura Cruz, POD Network, CORE Committee Representative (elected)
 Laura Cruz, POD Network, Publications Committee, Chair
 Laura Cruz, Wikipedia Campus Ambassador/Multiple campuses
 Laura Cruz, Nominations Committee Member (elected), FEEGI

2. University Service

a. Search Committees

Search Committee, AVC for International Programs and Educational Outreach
 Search Committee, IT Academic Analyst
 Search Committee, Bardo Distinguished Professor of Educational Leadership
 Search Committee, J.M. Robinson Distinguished Professor
 Search Committee, HHS Tech Support Analyst
 Search Committee, Faculty Fellow for Publications
 Search Committee, Visiting Asst Prof of Educational Research
 Search Committee, IT Video Support Services Analyst
 Search Committee, Assistant Professor of Birth-Kindergarten Education
 Search Committee (Resource), Associate CIO

b. Curricular and Co-Curricular Committees

Safe Zone Committee (and Marketing Subcommittee)
 Farm to School Steering Committee
 College of Business Dean's Advisory Council
 EXTREMES Steering Committee
 QEP Assessment Committee
 First Year Seminar – Faculty Conversation and Workshop Series
 FACE Group for Learning Communities (LC²)
 Academic Integrity Hearing Board
 SACSCOC 5th Year Review Steering Committee
 Professional Development Grants Committee
 QEP Advisory Board
 Faculty Scholarship Advisory Board
 Research Advisory Council
 Faculty Scholarship Celebration Steering Committee

c. IT Committees

IT Leadership Council
 IT Academic Technology Advisory Committee
 IT Intranet Steering Committee
 IT Stand-Up Committee
 Service Catalogue Project Committee
 Imaging Committee
 Online Training Committee
 IT Strategic Planning Committee
 IT Strategic Planning Focus Groups (Facilitator)

3. Student Credit Hours

As part of their role in teaching and learning, many members of the CFC staff provide active instruction to the campus.

a. Courses taught

Freya Kinner, Instructor, Summer 2013 - EDRS 602: Methods of Research (21 students)
 Robert Crow, Instructor, Summer 2013 – EDRS 800, Analysis of Educational Research (20 students)
 Freya Kinner, Instructor, Spring 2013 - LEAD 294: Leadership, Research, and Social Change (7 students)
 Laura Cruz, Instructor, Spring 2013 - HIST 335: History of Capitalism (38 students)
 Sue Grider, Instructor, Fall 2012 - LEAD 157: Digital Cultures (24 students)

b. Thesis/Dissertation Service:

Dissertation Committees-4
 Master's Thesis Committees-2

c. Classroom presentations/guest lectures/visiting instruction

Fall 2012

- ND 681: Practicum-Clinical Dietetics (Sherry Robison – 2 visits)
- EDRS 661: Foundations in Qualitative Research (Bianca Montrosse)
- MPTP 250: Basic Production Techniques (Arledge Armenaki-4 visits)
- HSCC 470: Research Methods in Health Sciences (April Tallant)
- LEAD 157: Digital Cultures (Sue Grider)
- USI 130: The University Experience (Michael Despeaux)

Spring 2013

- LAW 230: Legal and Ethical Environment of Business (Lorrie Willey)
- Coun 624: Grant Writing and Program Management (Melodie Frick)
- Coun 695: Seminar in Counseling (Melodie Frick)
- HIST 335: History of Capitalism (Laura Cruz-2 visits)
- MPTP 250: Basic Production Techniques (Arledge Armenaki-4 visits)

4. Professional Organizations

As a part of their leadership mission, the CFC and individual CFC staff members serve active roles in numerous regional, national, and international professional organizations. Including the following:

- Southern Regional Faculty and Instructional Development Consortium – institutional membership
- AERA (American Educational Research Association)
- AEA (American Evaluation Association)
- POD (Professional and Organizational Development)—institutional membership
- UNC Cause (Multiple memberships)
- EDUCAUSE (Institutional membership)
- Society of Research Administrators
- American Society of Criminology
- HETL (International society for Higher Education Teaching and Learning)
- ISSOTL (Institutional membership)
- FEEGI (Forum on European Expansion of Global Interaction)/Editor and Board
- Society for Netherlandic History (Board member/president)
- Sixteenth Century Studies Society

5. Community Service

The staff of the CFC are committed to improving opportunities in the western North Carolina region and actively engage in a variety of community service activities including the following:

- Cullowhee Valley School – “Whee Garden” Club volunteer (20 hours)
- Fairview School-Girl’s basketball coach (145 hours)
- WNC Cub Scout Pack 306—Den leader (200 hours)
- Riverside Cove Camp-Camp counselor (160 hours)
- Webster Baptist Church—Youth leader (150 hours)
- Paint Town Community Center—Community Volunteer (210 hours)
- Cullowhee United Methodist Church—Community Volunteer (300 hours)
- Campaign for Southern Equality (Asheville)-Board Member (24 hours)

This past year, the CFC staff engaged in 1209 hours of service to our schools and community.

6. CFC in the News

This past year, the CFC and CFC staff have been the subject of numerous stories in the local press.

- *MountainExpress*, COACHE and WCU
- *The Reporter*

- WCU Leadership Retreat
- WCU Leadership Academy
- UNC Distance Education Workshop Day
- Coulter Faculty Commons wins National Award
- Last Lecture: David Dorondo
- Faculty Scholarship Celebration

VI. CFC Strategic Plan

In 2013, the CFC underwent a significant strategic planning process in response to the publication of WCU's 2020 plan. The process included the creation of a new mission statement, set of guiding principles, and strategic directions and goals (see section 1 above). As an extension of this process, the CFC staff also adopted a set of goals for the 2012-13 academic year focused on the fulfillment of this strategic plan.

Coulter Faculty Commons: Common Commitment Plan 2013-14

The following document contains the work plan for the Coulter Faculty Commons for the academic year 2013-14. The document is organized around the strategic directions of the CFC Strategic Plan (promulgated in 2013) and is strongly informed by the priorities outlines in WCU's Division of IT Strategic Plan as well as the institution-wide 2020 Strategic Plan.

The Coulter Faculty Commons works both as a collective whole and in teams, with the integration of these two organizational structured informed by its innovative WRAP model. The areas identified in this document as 2013-14 initiatives include a color-coded system (key below) that indicates which of the CFC units will be involved.

Instructional Development and Scholarship Team



LMS/Blackboard Team



Digital Media and Training Team



Administrative Team



Coulter Faculty Commons (full entity)

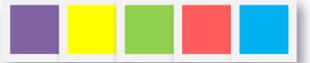


Other (e.g. IT unit, OIPE)



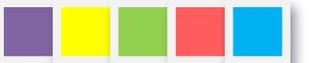
CFC Vision: The Vanguard Initiatives

The vision statement of the CFC states, "we are the vanguard of instructional, professional, and organizational development. " In support of that vision, each year the CFC staff selects areas that represent cutting-edge or up-and-coming trends, tools, or ideas, that have the potential to support teaching and learning. The CFC staff explores the potential of these new initiatives and communicates this potential to the campus.

- Explore instructional applications of gamification 
- Explore innovative instructional delivery models
*Including MOOCs, blended, competency-based and others 
- Explore models and best practices for ensuring academic integrity in on-line courses 
- Explore applications of creativity and exploration in scholarship and instruction 
- Explore innovative outcomes-based assessment models 
- Explore program/department level support models 
- Explore affective domain pedagogy and best practices 
- Explore methods for facilitating inter- or multi-disciplinary scholarship 
- Explore best practices in the pedagogy of virtual worlds 
- Explore technological best practices related to student retention and graduate rates 

Strategic Direction 1: Transformative Practices

The first CFC strategic direction is “to promote transformative practices in teaching, scholarship, instructional technology, and student development.” The following initiatives are designed to foster these transformative practices.

- Continue to focus on core mission of tailored, expert, high-quality customer service (individual, group, and program levels) 
- Continue to support CFC staff professional development and growth
(Emphasizing low or no cost opportunities) 
- Support and grow peer-to-peer learning opportunities
(FACE, Open Classroom, Classroom Speakers) 
- Facilitate events related to transformative practices,
(Including SITL, Faculty Development Day(s), Scholarship Retreat, Course Design Day(s), New Faculty Orientation (CFC section), DigiX) 
- Design and Implement opportunities for transformative eTeaching
(Including Blackboard Boot Camp, eLearning Course Gallery Walk(s), UNC-GA Initiatives) 
- Maintain and improve support models for WCU’s faculty and staff awards 
- Explore, design, and pilot new models of alternative training delivery
(Including Training Toaster) 

-Maintain and foster facilitation of Professional Development Grants



Strategic Direction 2: Partnerships

The second strategic direction of the CFC is “to leverage partnerships, both on and off campus, to support the academic mission of the University.” The following initiatives are designed to cultivate those partnerships.

-Continue to collaborate with other regional institutions to explore shared initiatives and resources in instructional development



-Cultivate opportunities for improving effective visibility and use of instructional technologies on campus, either by unit (e.g. CEAP) or role (e.g. Admin. Assistants)



-Continue and develop initiatives to support research productivity (Includes cooperation with Graduate School and Research)



-Identify, cultivate, manage and administer entrepreneurial opportunities, including external/non-State funding sources



-Design and implement scale-able solutions for work with Community Partners (including BB enrollment, event participation, governance processes)



Strategic Direction 3: Frameworks

The third CFC strategic direction is to “To provide frameworks for supporting innovative, distinctive, and responsive pedagogy”. The following initiatives are designed to create or bolster those frameworks.

-Develop team-teaching policies and best practices for WCU faculty



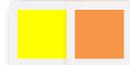
-Implement Quality Matters for on-line and blended instruction



-Continue to develop BB functionality (Including Building blocks, Service Packs, LTIs, etc. with IT)



-Continue to develop efficiency of BB administrative tools (Including Course merge, Snapshot, etc. with IT)



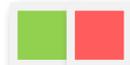
-Continue to develop effective on-line support for BB (Including forms, Mobile, overlay, resources, etc. with Ed. Outreach)



-Develop support and training models for ePublications



-Maintain and upgrade Sandbox facilities (including Grand Re-Opening event)



-Continue to increase functionality and reporting of CFC assessment tools (Including Involvement Letter database and Team Dynamics)



-Provide a coordinated and targeted expansion of self-help or self-directed resources available to faculty (Including BB resource portal, CFC webpage, training portal)



Strategic Direction 4: Integration

The fourth CFC strategic direction is “to advocate for the effective integration of instructional, professional, and organizational practices.” The following initiatives are designed to foster integration across these areas.

-Facilitate opportunities for professional development in leadership (including WCU Leadership Retreat, WCU Leadership Academy, Career Pathways)



-Develop communication and training structures for new digital media solutions (Including video collaboration, file sharing)



-Continue to support the faculty development aspect of WCU’s innovative QEP (Including related programs such as FYE, WaIC, Service Learning, etc.)

