

ADMINISTRATIVE PROGRAM REVIEW

Coulter Faculty Commons

Western Carolina University

Spring 2013

I. HISTORY AND DESCRIPTION OF THE UNIT

A. Purpose of the Coulter Faculty Commons

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.

B. 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

C. Guiding Principles

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

D. History of the Unit

WCU's center for teaching and learning was founded in the 1980s by then-Chancellor Myron Coulter. At the time, the concept of a faculty center was very new and the CFC was able to pioneer several practices that are still used in the field today. After several years of initiatives and with the support of a faculty committee, the CFC received a permanent staff and office space in the Hunter Library. From its inception, the mission of the CFC has been focused on both excellence in teaching and learning and teaching-as-scholarship, two activities which Dr. Coulter saw as strongly inter-related.

Dr. Coulter retired in 1992, and the Board of Trustees chose to rename the center in his honor, officially designating it the Myron L. Coulter Faculty Center for Teaching Excellence. Later that year, the University Media Center was phased out and the Media Center's six full-time staff members merged with the Faculty Center to provide increased support for faculty development in instructional technology.

In 2005, Provost Kyle Carter called for a study to reorganize the Center to better serve faculty efforts to enhance student learning. In response to faculty requests, the Coulter Faculty Center combined its resources with Educational Technologies and the Division of Educational Outreach. Center staff began to integrate professional development activities, instructional design, and technology support into a single point of service. Under Provost Carter, the CFC was also officially renamed the Coulter Faculty Commons (replacing the older term Center).

The mission of the CFC expanded with the 2008 adoption of the Boyer scholarship model across the WCU campus. Support and education for emerging forms of scholarship became a central feature of the multi-dimensional support offered by the CFC, and included major initiatives in all domains of scholarship. In 2011, the CFC added a permanent position for a research support specialist to facilitate the productivity of faculty scholarship. Under current director Laura Cruz, the Commons has broadened its support for professional development and begun several initiatives related to leadership training and mid-career faculty programs.

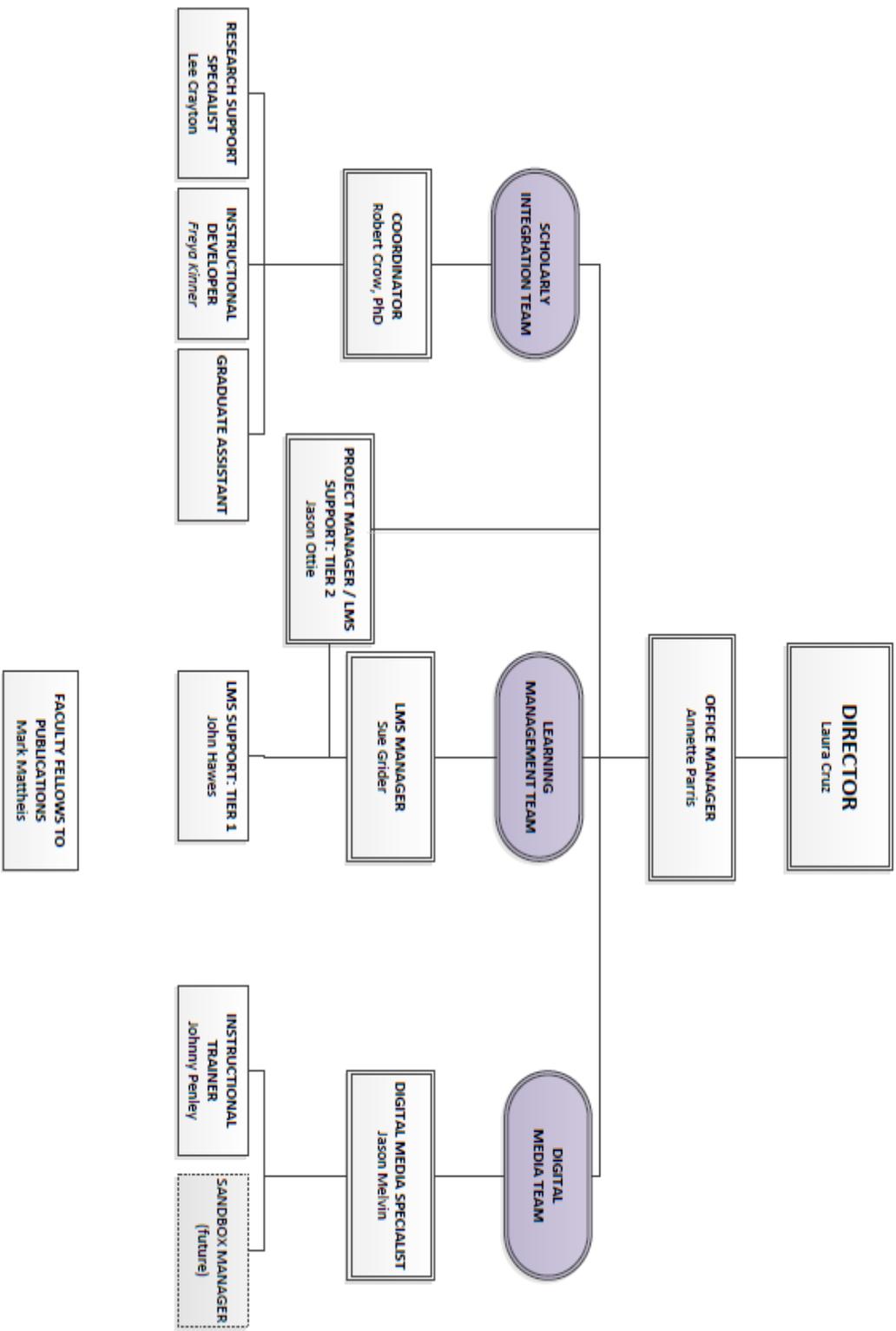
Dr. Coulter continued to steadfastly support the activities of the CFC through mentorship, guidance, and funding until his passing in 2011.

E. Organization

1. Organizational Position

The Coulter Faculty Commons partners with the university to create a campus culture that is conducive to excellence in teaching, learning, scholarship, and professional development. In keeping with its mission, the CFC is part of Academic Affairs and reports directly to the Associate Provost for Faculty Development. Because of its integrated model, the CFC also works jointly with the Division of IT and the CIO, playing a leadership role in the use of instructional technology. The Division of IT provides salary support for half of the full-time CFC, the majority for the student workers, and makes additional funding available for equipment, professional development, and software. CFC staff have been influential in institutional-wide initiatives, including SACS accreditation, distance/eLearning, the Boyer model of scholarship, leadership events, Master Planning, program prioritization, and others.

COULTER FACULTY COMMONS FOR EXCELLENCE IN TEACHING AND LEARNING



F. CFC 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 emerging forms of scholarship. Job descriptions and full CVs for each of the CFC staff members (including student workers) can be found in Appendix B.

II. ALIGNMENT WITH WCU MISSION

A. University Mission/Strategic Goals

The CFC supports the mission of the institution through its support for excellence in teaching, learning, scholarship, instructional technology, and professional development, all of which are reflected in the university's mission statement. A detailed analysis of how the CFC will support WCU's 2020 strategic plan can be found in Appendix A3.

B. UNC Tomorrow

The Coulter Faculty Commons is a critical part of WCU's response to the UNC Tomorrow Report, particularly in the areas of faculty development, instructional quality, emerging forms of scholarship, and expansion of education to underserved populations. As the UNC Tomorrow report is in the process of being replaced, please see Appendix A1 for a summary of CFC support. From early drafts, it would appear that the CFC will continue to play a strategic role in the new system-wide strategic plan, especially in the areas of academic quality, engaged teaching and learning, emerging forms of scholarship, scholarship productivity, distance education, opportunities for collaboration, faculty retention, and provision of education to underserved populations.

C. Quality Enhancement Plan (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.

Over the past five years, that support has included the following:

- 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)
- QEP-in-Action Workshop Series
- QEP-on-the-Road (program/department level consultation team)
- Facilitation and hosting of QEP Pathways event
- Participation in initiatives related to Global Poverty Project, FYE program, EXTREMES program, Learning Communities initiative, and others.
- Hosting of visiting scholars whose work supports QEP initiatives
- Support for faculty engaged in the Scholarship of Engagement and SOTL through events, workshops, and individual consultations
- Editorial leadership for SACS 5-year report
- Planning and implementation of QEP compendium
- Planning and implementation of Provost's Scholars Program

-Creation of First year experience and liberal studies handbooks

As the QEP evolves, the CFC will continue to work closely with the Office of Undergraduate Studies to provide faculty support and inspiration for all QEP initiatives.

D. Growth

The following list details the major changes that the CFC has undergone over the past five years.

- Expansion of the CFC mission to encompass organizational and professional development
- Re-organization of CFC staff into functional teams, including a position recreated to provide direct support for scholarship
- Intentional creation of collaborative partnerships with other units on campus and other institutions off campus
- Adoption and adaptation of project management process to manage workload
- Appropriate responses to growing budgetary constraints
- Significant leadership role in distance education/eLearning
- Increased support for organizational change related to emerging forms of scholarship
- Development of the CFC weekly newsletter to provide a clear and consistent means of communicating with campus

E. Expected Growth

The following list details the major changes that the CFC is anticipating for the next five years.

- Continue to expand its leadership role in organizational change, particularly as it relates to teaching and learning
- Continue to explore possibilities for alternative delivery of development opportunities and services
- Continue to identify opportunities for supplemental funding that are not dependent on state funds
- Be responsive to the changing space of the campus and its satellite sites
- Provide expertise in leadership in the development of innovative models for reaching under-served populations in the state, including on-line and blended learning opportunities
- Provide signature programs that are tailored to the distinctive nature of the work of a regional comprehensive university
- Advocate for appropriate cultural and administrative change as it relates to emerging forms of scholarship
- Institute an assessment plan that links the work of the center to institutional outcomes
- Adopt best practices in sustainability, business process efficiency, and risk analysis

III. DEMAND FOR THE PROGRAM

A. Key Participants

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 faculty availing themselves of the services of the CFC has grown steadily since 2009, representing a 30% increase.

- The number of graduate students availing themselves of the services of the CFC has grown steadily since 2009, representing a 38% increase.
- The number of staff availing themselves of the services of the CFC grew 20% over the last year.
- The number of undergraduates utilizing CFC services has grown exponentially, almost exclusively in the area of digital media account creation and LMS support.

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

- Note: Tier-1 Blackboard support for students is outsourced to Blackboard Student Support Services. These services are not included in the figures above, but BBSS fielded just under 2,000 service requests in the 2011-12 academic year. Early trends indicate a considerable increase in that number for 2012-13.

B. Demand for Services

The primary “unit” of service provided by the CFC is the one-on-one consultation, but our services have expanded to include strategic partnerships, program-level support, project management, and multi-institutional initiatives. Every service we provide is logged and categorized into our custom-designed Involvement Database. In addition, IT-related services are entered into the Cherwell ticket system. In the 2011/12 academic year, the CFC supported 1,350 unique clients and provided 5,008 services.

Year	Clients	Services
2008/9	670	2413
2009/10	889	3761
2010/11	965	4469
2011/12	1350	5008

These figures represent a 12% increase in services and a 40% increase in clients served over last year.

- These databases enable 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 monthly and with the Associate Provost on an as-needed basis.
- Along with related initiatives in IT, the CFC staff has spent a considerable amount of time over the past two years participating in root causes analyses, which seek to resolve reoccurring problems through proactive measures.

- Our system of tracking services resulted in a national award for the CFC in 2010, bestowed by Campus Technologies magazine.

C. Needs Assessment(s)

Periodically, the CFC conducts needs assessment/analysis on topics of interest. In 2011, we conducted an extensive Digital Media needs assessment. Using feedback from surveys, focus teams, student input, Cherwell data, and other sources, the report details a proposal for the provision of an integrated digital media solution for the campus. The digital media solution has now been activated as an IT project and the CFC will lead the implementation of this important initiative.

D. Campus Partners

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, the QEP, faculty awards, and scholarship initiatives.

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 eBriefcase, 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, including the QEP Pathways Event and 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.

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 on-line readiness module for students (CORE) that has been nominated for several awards.

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 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 mid-education students (EXTREMES Steering Committee), 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 been selected to serve as a SACS reviewer and as the editor of the SACS Fifth-year report. The CFC also hosted 20 focus team sessions as a part of the strategic planning process.

Faculty Senate:

The CFC regularly works with the faculty senate to communicate issues (especially with Faculty Forum) and to support new initiatives.

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 past year, for example, we worked closely with the department of Geosciences and Natural Resource Management (NSF Grant Assessment), the College of Business (On-line learning faculty group), the English department (eBriefcase), the College of Education and Allied Professions (on-line student community centers), the department of Motion Picture Production (digital media support), and more.

E. Related Programs

- The IT Technology Commons provides support for student use of instructional technology, just as the CFC provides this function for faculty and instructional staff.
- The Division of Educational Outreach provides administrative and support services, while the CFC provides instructional support, for distance and eLearning courses and programs.
- The Office of Leadership and Student Engagement frequently partners with the CFC to provide support for leadership development across campus constituencies.

- The Office of Human Resources provides training for WCU employees on topics related to professional development and the use of institutional software systems. The CFC differentiates its programs from these through its emphasis on transformational and developmental models.
- The Division of IT provides training for staff on critical administrative systems on campus. The CFC focuses its opportunities for staff on topics related to teaching and learning.
- The Center for Service Learning partners with the CFC to provide faculty support and development opportunities related to the integration of service learning in instruction.
- The CFC administers grants and awards programs on behalf of the Office of the Provost.

F. Unique Contributions

- Our central focus on faculty differentiates us from other administrative support units. The Coulter Faculty Commons is the primary entity on campus that provides support for faculty “to do what they do better”.
- Our confidentiality policy ensures that our services are provided in a safe and non-judgmental environment.
- Our expertise and experience in the areas of instructional development, scholarship development, instructional technology, and professional development provides a unique resource
- Our distinctive collaborative support model (WRAP) differentiates us from other support providers
- Our LMS team facilitates all operation and support for the Blackboard system at WCU
- Our emphasis on creating partnerships, both on and off campus, contributes to positively to campus culture and leadership

IV. QUALITY

A. Impact

Recently, the CFC analyzed the percentage of faculty who avail themselves of the wide range of services provided by the CFC. According to recent research, the national average participation rate for faculty centers overall is between 30-40% and for integrated centers, such as the CFC, approximately 60%. As is apparent in the chart below, WCU well exceeds this average, which is a testament to the commitment to teaching, learning, and scholarship on this campus.

Year	Unique Faculty	Full-time faculty	Part-time faculty	Total Faculty	Percentile
2011-12	583	479	136	615	94
2010-11	549	451	207	658	83
2009-10	449	473	166	639	70
2008-9	455	488	217	705	64.5
2007-8	338	502	222	724	47
2006-7	283	457	244	701	40

The CFC Advisory Board has been actively discussing how to think about moving from an emphasis on breadth to depth, increasing not simply the scope or number of services, but turning more of these opportunities into transformative practices for our clients.

B. Customer Service Surveys

Our clients 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 2011-12, the CFC HDI averages were as follows (five is the highest score for each category).

	Courtesy	Knowledge	Timeliness	Quality	Overall
All Incidents	4.76	4.53	4.53	4.60	4.53

These numbers are within the best practices guidelines developed by the Help Desk Institute for institutions of higher education. The LMS and Digital Media teams regularly review HDI feedback and make changes accordingly.

C. Annual Survey

i. Student Learning: Annual Survey

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

ii. Client Satisfaction

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

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

This past year, the CFC survey results are among the highest they have ever reached. Particularly noteworthy are the large increase in satisfaction for support for educational technology (15% increase) and the continued increase in those faculty and staff who changed their practice as a result of their work with the CFC (see details below).

iii. Student Learning

In addition to information about services used and customer service satisfaction, the annual survey also asks faculty to document and comment upon changes in teaching practice related to their involvement with the CFC. In the Spring 2012 survey, **92%** of responding faculty indicated a significant change in practice based on their work with our staff.

This represents a 7% increase from last year. The CFC conducts systematic evaluation of the open-ended responses to this question (which asks faculty to specify the change) and uses these results to revise and plan the provision and promotion of services for the following year. This past year, for example, many faculty highlighted the significance of the active learning feature of the CFC newsletter, so this has now been expanded to become a regular feature.

D. Event Assessment

For each event, workshop, or other extended service, the CFC collects evaluation data from all participants. This evaluation data is reviewed by the event planning team, which recommends and implements appropriate changes. 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.

E. Major Accomplishments

- Implementation of custom data collection system and proactive, constructive use of that data in revising and designing CFC services
- Adoption of an efficient project management process for managing work loads
- Providing visible campus and national leadership in support of emerging scholarship models
- Devising a means to provide access to Blackboard for community members and for students not enrolled in specific classes (student centers). The CFC won a national award (from ACHE) for this process in 2012
- Creating enduring and effective partnerships with other campus units
- Creating and leading regional consortiums related to Instructional Development and LMS Usage
- Providing dedicated support for scholarly productivity and the use of research software
- Developing and implementing the integrated awards process, which has resulted in a significant increase in participation for faculty and staff awards (as well as a nomination for a national award)
- Cultivating distinctive and authentic philosophies of how the CFC works, as outlined in our guiding principles (above), including customer service, integration of technology and pedagogy, and multi-dimensional support

V. Cost Effectiveness

The CFC Director regularly closely reviews the CFC budget each quarter and provides the CIO and Associate Provost with regular communication regarding CFC spending. The budget summaries (found in Appendix D) are also shared and reviewed by the CFC Advisory Board. Finally, as primary budget manager, the CFC Director is regularly evaluated by both the CFC Staff and the Associate Provost regarding appropriate use of funds.

The CFC has chosen to view the current budget crisis not as a danger, but as an opportunity to streamline and focus its services, based on an analysis of the extensive data we have collected (see Section II Demand).

-As a proactive response to calls for budget reductions, we made several staffing cuts, including the permanent reduction in force of the lead Digital Media support position, the elimination of the role of the Associate Director, and the elimination of nine Faculty Fellow positions. In addition, the Director's salary was significantly reduced. Taken collectively, these measures resulted in a 16% savings over previous staffing levels, with a slightly higher

percentage accruing to Academic Affairs.

-We regularly search for opportunities to reduce or shift costs in several key areas, including instructional technology (e.g. elimination of dedicated Second Life platform), research software (shifting of AtlasTi costs to CEAP), staff professional development support (shared with Division of Educational Outreach and the Office of Institutional Planning and Effectiveness), event support, and office supplies/printing (shift to paperless practices).

-We benchmark our support ratios based on research provided by the Gartner consulting firm. By these standards, our support ratios for instructional technology are considerably higher than national averages, which is a testament to the high levels of productivity achieved by CFC staff.

-We benchmark our salaries based on data provided by the NC State Office of Labor. IT positions are further benchmarked using market analysis, also provided by Gartner. By both measures, CFC salaries are either at or below system-wide or market-based salary ranges, with the Academic Affairs-funded positions lagging behind those funded by IT.

VI. Opportunity Analysis

A. Enhancement of Programs and Services

1. Suggested Administrative or Process Enhancements

- The full implementation of the WCU Hub (Intranet) would represent a significant increase in the efficiency of the routine administrative and human resources processes that the CFC faces on a daily basis.
- The development of a single University calendar system for the announcement and scheduling of events would constitute a very welcome boost to our marketing efforts, the latter of which have been a major source of concern for our faculty advisory board this year.
- Several campus surveys, both informal and formal, have indicated that the primary obstacle towards increased participation in faculty development is not desire, but time. Many other institutions build faculty development time into their course scheduling, dedicating certain days or time periods expressly for the purpose of allowing faculty to participate in meaningful professional development. The establishment of such a system for the entire University community would yield considerable benefits to faculty and especially to students.
- The CFC has been looking into possible entrepreneurial opportunities that would support its mission, particularly in the realm of continuing education and licensing. Currently, the administrative obstacles towards taking advantages of such opportunities on campus is considerable and a reduction would open up possibilities both for the CFC itself, but also for the clients it supports.
- Like much of the campus, the CFC experienced a significant (in fact, total) reduction in the amount of discretionary funds at its disposal. This has led the cancellation of popular, long-standing events, such as the Welcome Lunch, and has jeopardized or reduced others (such as our long-standing Summer Institute). Our services and programs would greatly be enhanced by even a partial reinstatement of these funds.

2. Suggested Collaborations

- The Division of Academic Affairs is currently in the process of a considerable reorganization, particularly in the Office of the Provost and the Division of Educational Outreach. Both of these offices have the potential to provide more effective partnerships, advocacy, and leadership for faculty development initiatives on campus. The CFC Director has been given the opportunity to provide input and/or to participate in both of these reorganization discussions.

- The Graduate School and Research is currently under new leadership, and the Dean has opened up discussions with the CFC Director about strengthening our partnership and focusing on changes in the field of graduate student development.
- Professional development is a collective responsibility, shared by multiple units on campus. For previous programs, the CFC has partnered with the Office of Leadership and Student Engagement, the Office of Human Resources, and the Office of the Provost. This circle could certainly be expanded constructively to include other campus entities, such as the academic departments and the Career Services center.
- In higher education more broadly, there seems to be an increasing trend towards greater cohesiveness, intentionality, assessment, and accountability on the part of academic programs and/or departments. At the CFC, as in faculty development generally, our prior emphasis has been on individual services. Given these trends, the CFC would like to expand the services it provides at the programmatic level.

3. Outsourcing

- The CFC currently outsources services related to Blackboard including student support (Blackboard Student Services), hosting, and reporting.
- The CFC is participating in a project, due to be completed in the Fall of 2013, that will outsource hosting and support for eJournals, including the CFC's journal, *MountainRise*.
- There is a strong possibility that our proposed Digital Media solution will be an outsourced solution, as an increasing number of IT applications are moving to cloud-based or hosted solutions.
- There are opportunities for providing faculty and staff technology training through third party vendors. The CFC is currently part of an IT project to explore and evaluate these options.
- The CFC is also looking at complimentary out-sourced support for on-line certificate programs and quality assessment instruments for on-line teaching and learning. There is also a UNC system-wide initiative to pool resources for distance learning in which the CFC is an active participant.

B. Organizational Efficiencies

- The CFC is an integrated center and evidence strongly suggests that this has been a very effective model for this campus. In practice, the policies, procedures, funding, and reporting related to these functions has worked, but they are heavily dependent on the personal support of individuals in key offices, such as the CIO and the Provost. There is a definite need for these to be formally elaborated and codified so that they may continue regardless of who holds these offices.
- The Technology Commons and the CFC have evolved a clear division of labor (they support students, we support faculty) but that line is less clear when it comes to those who may fall in other groups, such as staff and graduate students. For the most part, we have been able to address these issues as they arise, but a more formal clarification of support roles for these groups is needed.
- The pending reorganization of the Division of Educational Outreach has significant potential to raise issues and challenges with our current support model for distance and hybrid education. The CFC will need to play an integral role in discussions related to this reorganization in order to avoid potential pitfalls.

C. Peer Institutions

For a full summary of our benchmarking analysis, please see Appendix D. This analysis was taken into account when compiling areas of expected growth (see section II E).

D. Cost Reductions

The CFC intends to continue cost reductions in the areas noted in section V, with a particular emphasis on finding alternative funding sources (see Appendix C).

E. External Funding

i. Grant Funding

-Over the past two years, the CFC has been successful in obtaining several small grants, including a UNC System grant for eLearning and a POD Diversity grant.

-The CFC has partnered with faculty in the submission of several larger grants, including two NSF grants (one successful, one unsuccessful) and an IDES grant (unsuccessful).

-We are currently in the process of developing a FIPSE grant as part of our regional instructional development consortium (WNCIDC).

-We are also named grant partners in two grants currently under review, a Library Science and Technology Act Grant (with Hunter Library) and a Z. Smith Reynolds Foundation grant (with NCCAT).

-We intend to continue to pursue opportunities for sponsored funding and the identification of such opportunities is part of the responsibilities for the Research support specialist.

ii. Endowments

-The CFC has been fortunate to have received a large endowment from Myron Coulter. Upon his death, he instructed that donations be made to the CFC in lieu of flowers, and this resulted in an expansion of the original endowment principle. Until recently, the earnings from this fund have not always resulted in usable funds, but this trend seems to be improving.

-In 2012, based on faculty requests, the Director established a separate endowment fund that enables others to donate funds, however small, to the CFC. The option to donate to the CFC is displayed on the Office of Advancement's website. This has resulted in a small, but steadily growing, fund. The approach to this fund has been largely passive, but it might be possible to pursue more active approaches to seeking donations.

F. Making the Program Exemplary

To put it bluntly, we believe that the CFC is already an exemplary program in many respects. That being said, improvement is always possible. The following areas represent opportunities for the CFC to enhance its existing record of outstanding service and leadership in faculty development.

i. Space: While the current CFC space has provided a central location for many years, the shifting of the center of campus because of expansion means that the CFC is now increasingly on the periphery of campus life. We will need to think strategically about possible future locations.

- ii. **Formalized Relationships:** As indicated elsewhere in this document, organizationally, the CFC works well but largely because of the support and advocacy of individuals. Formalizing the CFC's organizational relationships would ensure that current best practices are sustainable (and sustained).
- iii. **Assessment Plan:** The CFC has maintained the same quality assessment plan for several years in the interests of collecting comparative/longitudinal data. As the UNC-system moves to a performance-based funding model (which includes metrics for retention, graduation rates, and academic quality) the opportunity to create a new assessment strategy, particularly one that ties CFC outcomes more directly to institutional performance measures, seems very timely.
- iv. **Organization Role:** In faculty development as a discipline and, indeed, in many centers for teaching and learning, the role of faculty developers as effective agents of cultural and organizational change is increasingly being recognized and formally integrated. Under the current administration, the CFC has made significant steps in this direction but more work is needed to consider if we should expand and, if so, how and in what directions that would be most effective at meeting the mission of the university.
- v. **Programmatic Support:** As indicated in several places in this document, higher education seems to be in the process of making the program or department a more meaningful actor within institutions. The CFC would like to explore ways to effectively support this shift and work more closely with the needs of academic units, particularly in the area of program assessment.
- vi. **Entrepreneurial Activities:** WCU, like many other institutions, is recognizing that state funds are not likely to return to previous levels and that campuses will need to be creative/entrepreneurial in how they increase enrollment and identify alternative sources of funding. The CFC would like to both be a part of this shift itself and to support clients who wish to pursue such opportunities.