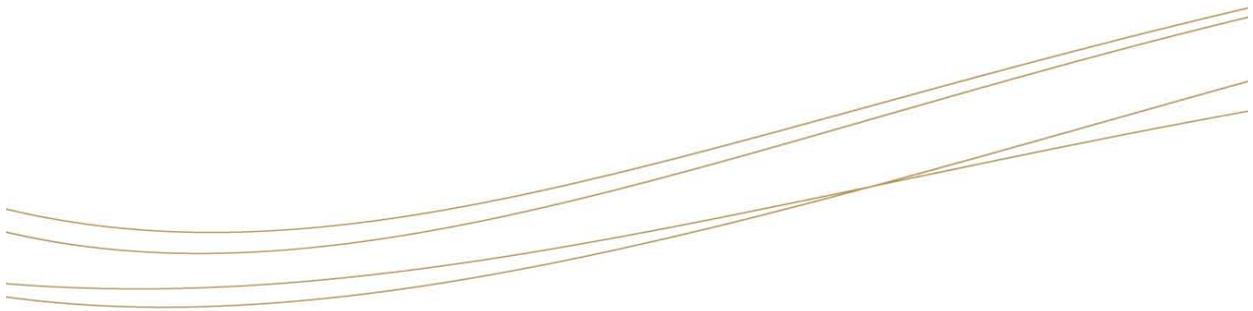


THE COULTER FACULTY COMMONS
FOR EXCELLENCE IN TEACHING
AND LEARNING



Annual Report

Reporting Period July 1, 2010-June 30, 2011

Laura Cruz, Director



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I. The Coulter Faculty Commons: An Overview

A. Mission and Goals

1. Vision Statement

The vision of the Coulter Faculty Commons is to foster a community of teacher scholars promoting excellence in teaching and learning, and other forms of scholarship. Its mission defines the key functions: the Faculty Commons is dedicated to the continual enrichment of the culture of teaching, learning, and scholarship at WCU. In sum, we help faculty do what they do better.

2. Objectives

- Promote the development of knowledge and the exchange of experiences in a responsive, supportive, and confidential setting;
- Assist faculty with tailored teaching strategies related to the seven dimensions of teaching;
- Provide leadership and support for multiple forms of scholarship;
- Support and advance the effective and appropriate use of technology in teaching and learning;
- Serve as a centralized resource for faculty support and information.

3. Strategic Directions

- To expand faculty development to enhance student learning;
- To advance research and innovation in integrative teaching and learning;
- To facilitate the effectiveness of technology in teaching and learning;
- To provide support or facilitate events and opportunities for collaboration and conversation among faculty and students;
- To support the successful implementation and fulfillment of the QEP and UNC Tomorrow.

4. Strategic Goals

- To advance research and innovation in teaching and learning.
 - Promote initiatives that advance the broad understanding and practice of SoTL.
 - Provide tools and support for scholarship as defined by the Boyer model.
 - Engage in and promote opportunities for peer-reviewed Boyer publications and presentations.
 - Engage in mutually beneficial collaboration with scholars in other state, national, and international programs.
- To expand faculty development to enhance student learning.
 - Provide collaborative opportunities that motivate and support faculty to enhance learning experiences inside and outside the classroom.
 - Foster the integration of technology with teaching and learning.
 - Tailor individual faculty development services in order to accommodate a range of needs and talents.

- Provide a variety of formative assessment opportunities for adapting and improving instructional quality.
- Encourage and model innovation in teaching and learning.
- To expand the role of the Coulter Faculty Commons as a central resource for support and information for all faculty both on and off campus.
 - Create effective electronic resources for faculty support.
 - Promote awareness of and participation in Commons events.
 - Effectively use a weekly e-mail to briefly announce CFC events.
 - Create and update a variety of self-help training material for all faculty.
 - Continue to refine and support the 24/7 telephone support for the Learning Management System.
 - Maintain the visibility of the Commons through the director's advocacy role on campus.
- To facilitate the effectiveness and efficiency of technology in teaching and learning.
 - Bring together CFC staff with instructional technology expertise and those with pedagogical expertise to work with faculty in a team approach to choose appropriate technologies for teaching and learning.
 - Explore, introduce and model effective use of appropriate technology.
 - Provide effective user support and training for technology in teaching.
 - Maintain a reliable and robust online learning infrastructure.
 - Support distance education initiatives.
- To provide support or facilitate events and opportunities for collaboration and conversation among faculty and students.
 - Provide opportunities for faculty to gather and collaborate in a professional and social setting.
 - Involve students in appropriate events and opportunities to share a student voice with faculty.
 - Partner with other university organizations to plan and implement events for the shared interest of students, staff, and faculty.
- To support the successful implementation and fulfillment of the QEP and UNC Tomorrow.
 - Provide faculty support toward instruction to implement UNC Tomorrow and QEP learning outcomes inside and outside the classroom.
 - Provide faculty training and technology support for the QEP briefcase.
 - Support student and faculty collaborative research as outlined in the QEP.

B. Integration with Institutional Mission

1. Seven Dimensions of Teaching

In 2000, the WCU Faculty Senate chose the Seven Dimensions of Teaching (Arreola, 1995/2000) as the standard by which teaching effectiveness would be recognized. This year, the CFC has redesigned its training and instruction to more closely align with these dimensions, including the Seven Dimensions of eLearning initiative and a redesign of our Cherwell service categories to reflect the dimensions. The CFC Director also consults with faculty in CRD document preparation, including the Seven Dimensions. The CFC specifically supports these dimensions in the following ways:

a. Instructional Design: The CFC employs instructional developers who work closely with faculty through individual consultations and workshops on course design, learning-centered syllabus construction, and on-line course design. The CFC also provides resources for effective instructional design, including a syllabus template, a syllabus calendar (updated each semester), a first-year seminar manual, and links to other appropriate information.

b. Faculty/Student Relations: The CFC provides specific workshops targeted towards new faculty, continuing faculty, and graduate teaching assistants for faculty/student relations issues. This dimension is also the reason that the CFC has continued to expand its strategic partnership with the Division of Student Affairs. Further, the CFC has seen significant growth in the use of new communication tools for faculty and students, such as wikis and blogs, which we support from both the technological and pedagogical perspectives.

c. Course Management: This is an integral part of the implementation of our LMS system and plays a prominent role in all of our LMS training and development opportunities. The CFC also partners with other units, such as the Counseling Center and the Department on Student and Community Ethics, to provide professional opportunities for faculty to engage with the challenges of course management.

d. Evaluation: The instructional developers provide consultations and workshops to help faculty develop effective formative assessments for their students, in both on-line and paper formats. They also work with faculty to evaluate their own teaching and to read their student evaluations constructively.

e. Instructional Delivery: The CFC supports all methods of instructional delivery, from on-line to hybrid to face-to-face teaching and learning. We have participated in significant growth in the hybrid format and the use of tools such as wikis, blogs, and mobile devices in the classroom.

f. Content Expertise: The CFC provides support for original research, including research and survey software support, faculty scholarship communities, retreats for SoTL and the Scholarship of Engagement, a Faculty Fellow for Research, and opportunities to disseminate research through its journal *MountainRise*.

g. Facilitation of Student Learning: This is at the heart of all the CFC does. From our website to the expertise of our staff, we support faculty by providing them with access to cutting-edge and effective tools, methods, theories, and support mechanisms to enhance teaching and learning.

2. Quality Enhancement Plan (QEP)

The Coulter Faculty Commons supports faculty in serving the following integrative learning goals and values drawn from the QEP:

a. QEP Goal: Integrate information from a variety of contexts:

The Coulter Faculty Commons assists faculty in helping students integrate information through support for a variety of instructional delivery methods, including face-to-face, hybrid, and distance learning. In particular, we provide faculty support for the eBriefcase program.

b. QEP Goal: Solve complex problems:

The Coulter Faculty Commons assists faculty with course design techniques that emphasize higher-order thinking, complex problem solving, and critical thinking. They do this through small group analysis techniques, syllabus and course design workshops, classroom observations, and individual consultations. The CFC also provides resources on its website for course design, recent learning theories, and best practices.

c. QEP Goal: Communicate effectively and responsibly:

The Coulter Faculty Commons assists faculty in providing ways to model effective communication with students. In addition to supporting a number of communication mediums, including the recent implementation of Wimba Meeting, the Commons disseminates and researches best practices in communicating through new technology (especially mobile devices) and new media (including Web 2.0 tools such as Facebook and Twitter). The Commons also provides resources and consultations on best practices for regular and responsible communication with students and between students.

d. QEP Goal: Clarify and act on purpose and values:

The Coulter Faculty Commons has recently taken a leadership role in working with faculty who teach such topics as values, character, integrity, and similar ideas. For example, we have partnered with Student Affairs to provide a series of workshops on Academic Integrity and the theme of our 2010 Summer Institute "Teaching the Tough Stuff" was explicitly designed to help faculty deal with issues of integrity, morality, controversy, and ambiguity. Finally, we work closely with Student Affairs on their EXTREMES initiative for mid-Education students to provide opportunities for both faculty and students to develop skills in this area.

e. QEP Value: Reflective Practice/Intentional Practice:

The Coulter Faculty Commons actively supports the QEP value of Reflective Practice. The Commons promotes faculty as reflective practitioners who know how to use their course evaluation data as well as small group analysis data to improve instruction. Instructional developers also seek to recommend group settings for faculty development such as Faculty Learning Communities, the Mentoring Program, Readers Roundtables, and the Summer Institute for Teaching and Learning. Faculty development research by Milton Cox at Miami University of Ohio supports the idea that peer group reflection is effective in changing practice. Our upcoming seminars on leadership and engaged scholarship both spend significant time on training faculty to become reflective practitioners. Teaching reflective practice was also a feature of QEP in Action workshops as well as a focus team at our Summer Institute.

3. UNC Tomorrow

The Coulter Faculty Commons is a critical part of three areas of WCU's response to the UNC Tomorrow Report:

a. UNC Tomorrow Initiative 4.2.1.1

The CFC is the subject of implementation strategy 5. "Focus on Faculty Development. Expand the resources of the faculty center to support faculty implementation of the integrative learning model." Integrated Learning is the heart of WCU's QEP initiative (see above) and the CFC is the central provider of focused faculty development for WCU's campus.

b. UNC Tomorrow Initiative 4.7.11

Implement the Boyer Model of Scholarship Campus wide. The CFC is the heart of the Boyer Scholarship Model at WCU and provides support and professional development opportunities especially for the Scholarship of Teaching and Learning and the Scholarship of Engagement.

c. UNC Tomorrow Initiative 4.21 Increase Educational Programs

The CFC provides direct support for WCU's LMS system (Blackboard), which is the primary means by which the effective and efficient delivery of material is provided for face-to-face, hybrid, and on-line courses. Over 80% of all courses at WCU have a significant presence on the LMS. This Spring semester, 509 members of the faculty are using Blackboard as part of their instructional delivery and that number will continue to rise as we fully retire our previous LMS by Summer 2011.

The UNC Tomorrow cites survey results in which the provision of opportunities for distance/online education as the number one priority of the people of the state of NC.

Further, UNC Tomorrow section 4.21 promises greater access to education for traditional and non-traditional student as well as lifelong learners, and the healthy functioning of the LMS is essential to meeting this goal, especially for students who are active participants in the workforce. In particular, the UNC Tomorrow report enjoins member campuses to "broaden and innovate delivery of courses through additional distance education and online programs," a request that is simply not possible without a robust and multifunctional LMS system and staff who work directly with faculty to bring together effective pedagogy with technology.

C. Services

The primary “unit” of service provided by the CFC is one-on-one consultations. We encourage faculty who have a question, issue, or concern about teaching and learning to make an appointment with a member of the staff. That staff member will then seek to find a solution to their question/issue/concern that utilizes the collective expertise of the CFC team. Just as teaching and learning are complex operations, these solutions may also be complex and cross multiple areas. The following breakdown of services should, then, serve as a guideline and not necessarily as a menu list.

1. Services Provided (by type)

a. Instructional/Professional Development:

- Small Group Analysis (On-Line and Face-to- Face)
- Faculty Learning Communities
- Readers’ Roundtables
- Teaching Award Committees (including CDTA, BOG, JMR, SoTL Scholar, and support for others)
- Summer Institute on Teaching and Learning
- Workshop/Seminar Series
- Boyer Retreat (National Level)
- Leadership Institute
- GATE (Graduate Student Development)
- New Faculty Orientation
- Student Evaluation Data analysis
- Assessment support
- Syllabus Development/Course Design
- Educational Briefcase
- QEP Implementation (support)
- Leadership training
- Plagiarism/Academic Integrity
- Microgrants

b. Scholarship Support:

- Scholarship of Teaching and Learning
- Scholarship of Engagement
- Research Software support (including SAS, SPSS, ArcGIS, and ATLAS.ti)
- Qualtrics Survey Tool (support and hosting)
- Research Methodology consultations
- Faculty Writing Circles
- Research Consultation
- MountainRise* (hosting, editing, management)
- SoTL Grants

c. Instructional Technology Support:

- LMS Support and development (WebCAT and Blackboard)
- Faculty Sandbox
- iTunes University (support and hosting)
- Wikis and Blogs (support and hosting)

- Second Life (support and hosting)
- Wimba (support and training)
- Digital Media
- ELearning Retreat

d. Other Support:

- Social Events (including Welcome lunch, etc.)
- CRD File Preparation
- Workshops and Office Hours
- Mentoring Program
- External Services

2. Benchmarking (Services)

The CFC also conducted a benchmark study on types of services provided as compared to five identified peer institutions. As this study demonstrates (results follow below), the range and quantity of services provided by the CFC greatly exceed those offered by our identified peer institutions. Our peers have had success in strategic partnerships with other units on their campuses, such as STEM faculty, that provides further evidence that our move towards strategic partnerships (see section 2) may be perspicacious.

a. Services Provided by All Peer Centers:

- Faculty Fellows
- Graduate Teaching Assistant Support
- Social Events
- Consultations
- Teaching Evaluation
- Events: Retreats, Orientations, Institutes
- Workshops
- Book Clubs/Readers' Roundtables
- Faculty Learning Communities
- SoTL Support
- Teaching Award Committees
- Educational Technology Support (General)

b. Services Provided by Peer Centers NOT offered by CFC:

- Textbook grants/reprinting (ASU)
- First Year Faculty Seminar Series (BBU)
- Faculty Ambassadors Program (BBU)
- Learning Communities with Secondary Education (GSU)
- SoTL Travelers (GSU)
- Targeted support for STEM (GSU)
- Lunch with professors program (JMU)
- Part-time faculty professional development program (JMU)

c. Services Unique to the CFC:

- LMS Support and Housing
- Digital Media (Support and housing)
- Assessment Support
- Research Software Support
- WIMBA collaborative tool
- Small Group Analysis
- Tenure/Promotion/Reappointment Consultation
- Faculty Sandbox
- Academic Integrity Support
- Qualtrics (Survey Software)
- Electronic Portfolio Support
- Advanced Data Collection
- Peer-reviewed SoTL journal (CFC and GSU)
- Leadership training
- Mid-Career Faculty support

The results of this study suggest that the CFC is an innovative leader in the provision of high-quality faculty development for this campus.

D. 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 of facilitating “events and opportunities for collaboration and conversation among faculty and students.”

Below is a list and description of the major events held in the 2010-11 academic year:

Faculty Development Day - August 9, 2010 & January 4, 2011

The CFC has offered On-line Course Development Day prior to each semester for several years. This year, we expanded and renamed the event Faculty Development Day to include 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 25 faculty attended for the day.

New Faculty Orientation - August 17, 2010

Each year, the Coulter Faculty Commons spend 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, and other topics.

Welcome Lunch - Wednesday August 18, 2010

Each year, the Coulter Faculty Commons sponsors a lunch for all faculty, new and continuing, and welcomes everyone to a new academic year. Over 200 faculty, staff, and administrators attended the welcome lunch.



The 2010 Welcome Lunch—note the picnic theme.

Faculty Scholarship Celebration - February 14-18, 2011

In annual partnership with the Hunter Library, the Graduate School, and the Honors College, the Coulter Faculty Commons co-hosts and facilitates the Faculty Scholarship Celebration. This year, we created the on-line intake process, produced the event brochure, and contributed to overall planning of the event and reception. Over 100 faculty members contributed their work to the celebration.

Becoming an Engaged Scholar Retreat - February 19, 2011

This year, the Coulter Faculty Commons partnered with the Center for Service Learning to host the Scholarship of Engagement Retreat. This retreat featured workshops on qualitative analysis, community partnerships, peer review, integration, and more. We designed the retreat to give faculty the inspiration and tools they needed to pursue scholarship of engagement projects.

Visiting Scholar - February 24, 2011

This year, the Coulter Faculty Commons invited Scott Simkins, Faculty Center Director at North Carolina A&T to campus for three sessions. He spoke to faculty in the College of Business on "Just in Time Training," to all faculty on what makes a teacher great, and to administrators regarding a unique undergraduate research program.

Mid-Career Series - Wednesday March 16, 2011/Other

This year, the Coulter Faculty Commons began an on-going series of faculty development opportunities designed to fit the needs of mid-career faculty. In addition to the leadership retreat (see description below), we partnered with the AAUW (American Association of University Women) to present a panel discussion on women and full professorship.

QEP in Action Series - Monthly, October through March

This year, the Coulter Faculty Commons partnered with the Office of Undergraduate Studies to provide a series of workshops entitled *QEP-in-Action*. Individual sessions focused on topics relating to the QEP including capstone experiences, experiential learning, undergraduate research, and internships.

Boyer Retreat - September 20-23, 2010 & June 20-23, 2011

For this retreat, institutions around the country are invited to spend time with experts from WCU in order to develop plans for implementing Boyer into their respective institutional cultures. The Retreat has attracted schools from North Carolina, Tennessee, Colorado, Indiana, California, Wisconsin, Florida, and more. The retreat was featured in the September 29 edition of WCU's *Reporter* as well as a multi-page feature in the Western Carolina Magazine. For more information, visit our website at boyer.wcu.edu.



Associate Provost Beth Tyson-Lofquist responds to a question during the Boyer Retreat

Summer Institute - May 10-12, 2011

Now in its 26th 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 *Essential Tensions* and focused on the balance of different aspects of teaching, learning, and scholarship.



A SITL workshop on incorporating movement in the classroom, led by Karyn Tomszak

Realizing Your Potential: Leadership Retreat - May 31, 2011

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 first 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. The retreat was featured in the June 7 edition of WCU's Reporter.



Jay Manolo (Counseling Services) at the Leadership Retreat

E. The Team

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 the Boyer model of scholarship.

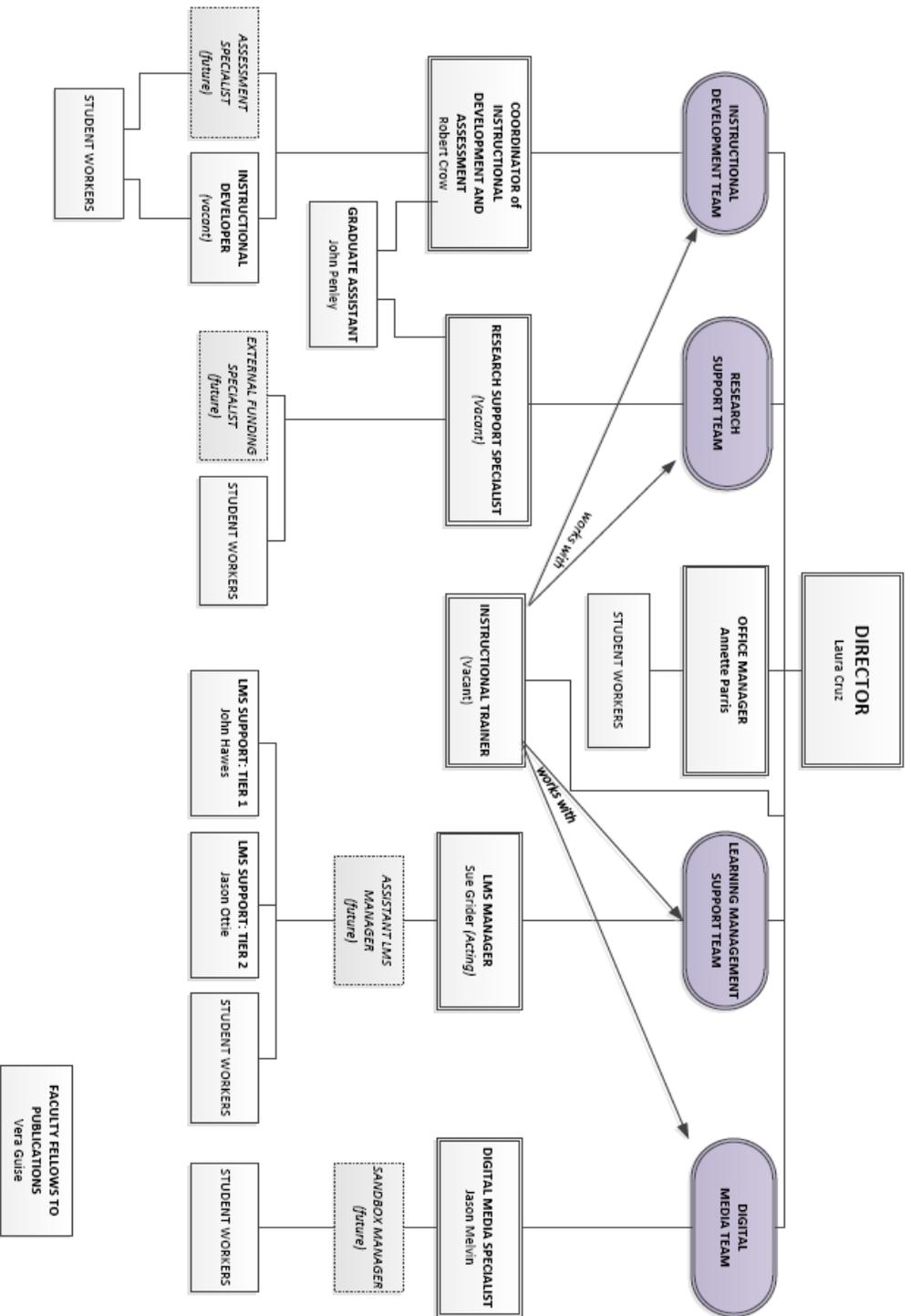


The Coulter Faculty Commons staff (in Second Life). We invite readers to guess who is who.

1. Organizational Chart:

This year, the CFC has undergone some strategic shifting of staff responsibilities and internal organization of the center that have resulted in the creation of four distinct teams under the umbrella of CFC support. Those changes, as well as desired areas for future growth, are detailed in our revised organizational chart on the next page.

COULTER FACULTY COMMONS FOR EXCELLENCE IN TEACHING AND LEARNING – 2011-2012



2. CFC General Staff:

a. **Laura Cruz**, Director

Over the past year, Dr. Cruz served as Associate Director, then Interim Director, and now Director of the CFC. As Director, she 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 SoTL journal housed in the CFC, facilitates nine teaching award committees, and serves as a member of the IT Leadership Council. An Associate Professor in the department of history, Dr. Cruz teaches 1-2 courses per year and currently sits on 3 MA Committees.

b. **Annette Parris**, Office Manager

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.

c. (Currently Vacant) Instructional Training Specialist

This position has evolved with changes in the organizational structure of the center to include training and support for all of the CFC teams. This person serves as the CFC's primary instructional trainer, including the design and provision of training for Blackboard, research software, digital media, leadership, and more. He/she assists the Director in developing assessment and evaluation tools for the CFC as a whole.

3. 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, and the Division of Educational Outreach.

b. (Currently Vacant), Instructional Developer

Due to budget constraints, this position was been downsized from Associate Director to Instructional Developer and is currently actively being recruited. This person serves as an integral part of the instructional development team, headed by Robert Crow. Their responsibilities will include consultations, event planning, collaborative programming, evaluation and assessment of teaching, Boyer scholarship support, and dissemination of innovative pedagogical practices.

4. LMS Support Team:

a. **Sue Grider**, Learning Management System Team Manager (Acting)

Sue provides leadership for the learning management system including Blackboard, Wimba/Collaborate, and eBriefcase. She is responsible for the effective and efficient running of the system by providing support to the system administrator and faculty support staff. She manages the access approval process to add other faculty and visitors to classes; serves as the liaison to the eLearning Faculty Learning Community, and to the faculty at large; handles problems and complaints; works with vendors; schedules and staffs workshops and office hours for training; supervises and evaluates staff; collects and analyzes data on system performance and trends; and works with other IT departments to assure effective cooperation to support eLearning.

b. **Jason Ottie**, LMS Tier 2 Support Specialist

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 works with the team to develop and deliver training materials in various formats, handles all Tier 2 support issues, reports LMS issue both internally and externally, and directly supports the LMS system administrator in access, module creation, and other issues.

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. He also serves as the data steward for CFC.

5. Digital Media Team:

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

In September, this position was upgraded from Digital Media Support Associate to Specialist. The digital media support specialist 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 Final Cut and DVD Studio Pro), and advises and assists faculty in departments with using, troubleshooting, upgrading, and applying advanced digital media hardware and software.

b. **Jonathan Benton**, Assistant Sandbox Manager

In light of the increased responsibilities for the Digital Media Support Specialist, we have hired an Assistant Sandbox Manager on a temporary basis. Jon works with faculty and staff to support the Sandbox functions, contributes to digital media project development and implementation, provides content for the self-help sections of the Sandbox website, performs routine lab maintenance, and serves as our Second Life specialist.

6. Research Support Team:

a. (Currently Vacant) Research Support Specialist

This position is currently under review for an upgrade. While that process is underway, Andrew Sexton is supporting research software use (SAS, SPSS, ArcGIS, ATLAS.ti, Qualtrics, and STATA) on campus. If approved for upgrade, the Research Support Specialist will work with faculty and staff to support, facilitate, and enhance internal and external research across the Boyer Model of Scholarship. The Specialist will work collaboratively with the Research Office to support faculty in the identification and development of external funding opportunities, consult with faculty on an individual and group basis regarding appropriate research design, methods, and evaluation, provide training and assistance for qualitative and quantitative research projects, assist faculty in the use of research software, such as SPSS/SAS, Qualtrics, ArcGIS, ATLAS.ti, identify and facilitate the adoption of emerging research tools, software, or programs; facilitate opportunities for collaborative and peer-to-peer research support; and work with other campus stakeholders to develop policies, applications, and professional development opportunities to support research and assessment across the Boyer model of scholarship

7. Faculty Associates:

a. Professorships

(Currently Vacant), the Jay M. Robinson Distinguished Professor of Educational Technologies This position is a renewable three-year appointment in the Coulter Faculty Commons for Excellence in Teaching and Learning at the rank of Distinguished Professor. The person in this role teaches in a University department appropriate to scholarly background and university need. Excellence in technology-intensive instruction at Western is recognized through the annual Jay M. Robinson University Award for eTeaching, which the Distinguished Professor administers. The Jay M. Robinson Distinguished Professor in Educational Technology provides leadership to expand WCU's work in the University and in national or international arenas. This person should be an individual of stature whose expertise, research, and experience will be a major factor in assisting faculty and graduate teaching assistants with their own Educational Technology projects to advance learner and faculty excellence with special emphasis on the intent and purposes of WCU's Quality Enhancement Plan. The individual is expected to attract external funding to support relevant initiatives to assist and involve faculty and students in promoting effective learning through innovative technology application and research. Results of these initiatives will be disseminated locally, nationally and internationally in top peer-reviewed scholarly vehicles. This individual teaches at least one course per semester in a discipline determined by scholarly background and university need and engages in his/her own original research and actively initiates collaborative research among his/her peers and students. In addition, the individual provides leadership for WCU's participation in appropriate scholarly communities and will work with others on-campus to serve as a role model for effective Educational Technology scholarship.

b. Faculty Consultants

1. **Freya Kinner**, Instructional Development and Research Consultant

With two vacancies in instructional development and research support, Freya has stepped in on a part-time basis to provide support for faculty in instructional design, instructional methodologies, research design, assessment, survey design, and related fields.

2. **Murat Yazan**, Digital Media Consultant

Murat has stepped in on a part-time basis to lead the Digital Media Needs Assessment project and to serve as the liaison between the CFC and the eBriefcase initiative, part of WCU's QEP.

c. Faculty Fellows

In the summer of 2008-2009, the CFC eliminated seven Faculty Fellows positions. Three Fellow positions were maintained to continue the work of the Commons. These individuals apply, are interviewed, and serve three-year terms. They either receive a \$3000 per semester course release or stipend and they are evaluated on their work. In 2011, two of the three remaining positions were also eliminated as part of budget constraints.

i. **Vera Guise**, 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. This position will continue for 2011-12.

ii. **Tom Ford**, Faculty Fellow for Research Design

Prof. Ford assists faculty as they plan and conduct their research by consulting on research design and data analysis. He also runs the Faculty Writing Circle and assists faculty with publication.

iii. **Barbara Jo White**, Faculty Fellow for the Scholarship of Teaching and Learning

Prof. White works one-on-one with faculty to develop SoTL projects, leads workshops and seminars in SoTL, and oversees the SoTL Grants program as well as the SoTL Scholar Award.

8. 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.

a. Sandbox Assistants

This position assists faculty with tailored teaching and learning strategies. The CFC typically employs 2-4 Sandbox Assistants each year.

Job Description: On-the-job training includes the use of various software programs, including Screenflow, iMovie, Adobe Creative Suite, and others. Sandbox assistants work directly with faculty and the Sandbox director to complete multimedia projects, including the use of publishing, animation, and word processing tools. The assistant also develops training materials for the use of the programs and tools listed above.

Over the past year, we were honored to have Briana Randle (Graphic Design), Kendall Edwards (Professional Writing), Olu Ben-Shidah (Professional Writing), Daniel Burch (Graphic Design), Jonathan Benton (Professional Writing), Tim Machior (Technical Writing), Kim Corelli (Professional Writing), John-Luke Carter (Professional Writing), James Ruff (Professional Writing) serve as Sandbox Assistants.

b. Graduate Assistant

The Graduate Assistant ”provides leadership and support for multiple forms of scholarship.“ The CFC typically employs one Graduate Assistant per academic year.

This year, we partnered with the department of English and the Office of the Provost to provide a permanent position for one graduate student from that department.

Job Description: On-the-job training includes any (or all) of the following areas: professional development, faculty development, teaching in higher education, professional writing, grant writing, educational technology, educational research, technological research and development, and event planning. Graduate assistants are expected to be able to work independently and to serve as project leaders. The graduate assistant serves as Assistant Editor of *MountainRise* and develops and administers the GATE program.

This past year, we were elated to have **Johnny Penley**, graduate student in English, join our staff. He will continue in this role over the summer and for the 2011-12 academic year.



CFC Graduate Assistant Johnny Penley hard at work

c. Office staff

The office staff serves as a centralized resource for faculty support and information. The CFC typically employs 2-4 student workers as office support staff.

Job Description: On-the-job training includes technology, general office procedures, and customer service utilizing various software programs and training sessions. This may involve working directly with Faculty, Faculty Fellows, professional and career staff, graduate assistants, and other undergraduate employees to promote support for effective teaching and exceptional learning.

In the 2010-11 academic year, we were pleased to have the services of Ayer Gresham, Maggie Chandler, and Michelle Smiley, the latter two of whom will be continuing for the 2011-12 term.

d. Other

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 Caroll Brown (Hospitality and Tourism) for providing us with the opportunity to work with wonderful student interns.

This past academic year, we had the pleasure of working with Kelley Thompson (English), Carrie Collins (Hospitality and Tourism), Kirsten Simkiss (Graphic Design), Tiffany Thomas (English), and Cameron Carver (English).

9. Advisory Boards

The activities of the CFC are done in conjunction with several advisory boards. These bodies provide an essential link between the CFC and the teaching faculty/staff.

CFC Advisory Board

The Advisory Board exists to assist the Faculty Commons in its mission to support excellence in teaching, learning and scholarship.

The specific responsibilities of an Advisory Board member are as follows:

- To identify and prioritize faculty development opportunities to support student learning on campus
- To advise the Faculty Commons on targeted areas of leadership and advancement in teaching and learning
- To assist the Faculty Commons in supporting scholarship across the Boyer model
- To guide the Faculty Commons in advancing the appropriate use of technology in teaching and learning
- To evaluate the role and effectiveness of the Faculty Commons in the campus community

The 2010-11 members of the Board included Gael Graham (Chair), John Habel, Hollye Moss, Jennifer Hinton, Robert Houghton, and Karyn Tomczak

LMS Faculty Advisory Board

Created in the spring of 2011, the mission of this group is to provide feedback, vision, and insight into the integration of our LMS into our ongoing mission to serve our students and the community.

The 2010-11 members of the board included Carlie Merritt (Chair), Mary Teslow, Vittal Anantatmula, Susan Brown-Strauss, Jane Perlmutter, Regis Gilman, and Susan Jones.

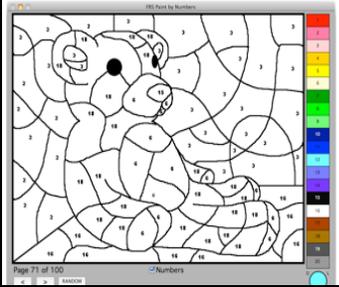
SOTL Advisory Board

This board did not meet in the 2010-11 academic year. We are planning to revise the scope of the board to include scholarship across the Boyer model and to revive its work in the 2011-12 academic year.

II. The Coulter Faculty Commons by the Numbers

CFC by the Numbers

- 4500+ Services
- 140+ Projects
- 3 Issues/MountainRise
- 2300+ BB Course Sections
- 30%+ Incident Reduction
- 30+ Video Tutorials added
- 25,000 iTunes downloads (March, 2011)



A. Services

1. Services Provided (by Number)

In the 2010/11 academic year, the CFC supported 965 unique clients and provided 4,469 services.

| Year | Clients | Services |
|---------|---------|----------|
| 2008/9 | 670 | 2413 |
| 2009/10 | 889 | 3761 |
| 2010/11 | 965 | 4469 |

These figures represent an 85% increase in services and a 44% increase in clients served since 2008.

2. Services Provided (by Client Type)

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

- The number of faculty availing themselves of the services of the CFC has grown by 62% since 2007.
- The number of graduate students availing themselves of the services of the CFC has grown explosively, 171%, since 2008.

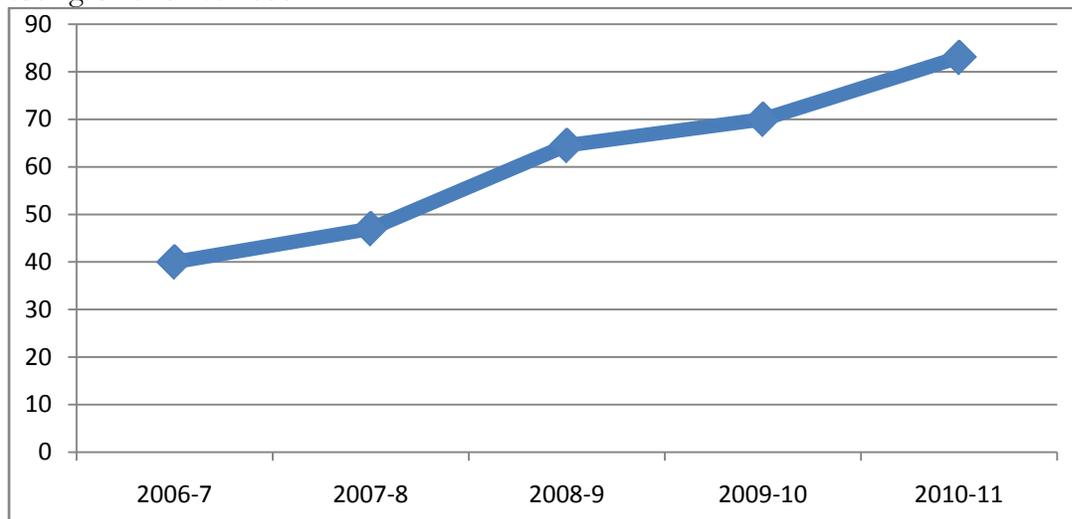
| | 2007-8 | 2008-9 | 2009-10 | 2010-11 |
|-------------------|--------|--------|---------|---------|
| Faculty | 338 | 512 | 449 | 549 |
| Graduate Students | | 46 | 94 | 125 |
| Staff | | 43 | 121 | 140 |
| Students | | 88 | 318 | 146 |
| Other | | 8 | 4 | 5 |

3. Services Provided (by Percentage)

For the first time, we 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 for faculty centers is between 30-40%. 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 | Ratio |
|---------|----------------|-------------------|-------------------|---------------|-------|
| 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 |

Similarly, the percentage of our faculty who use our services has been continuously increasing, with 43% growth since 2006.



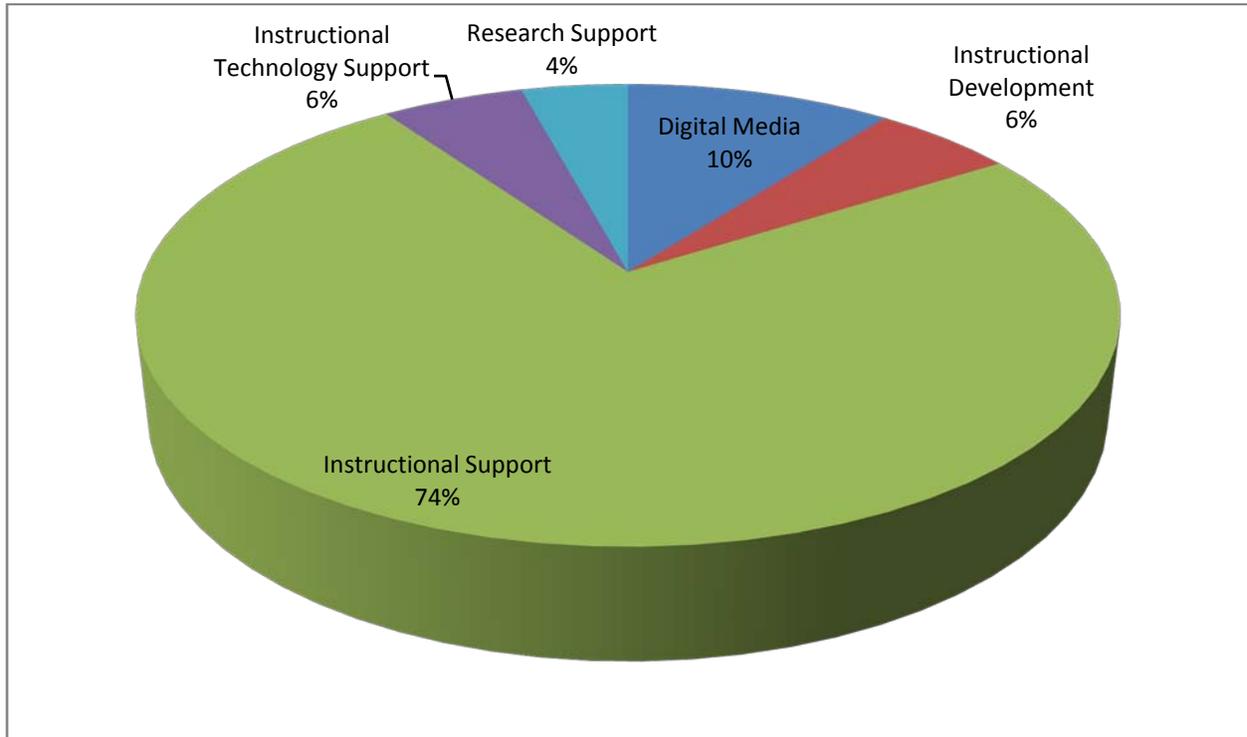
4. Services Provided (by Academic Unit—2010 only)

| | |
|------------------------------------|-----|
| College of Business | 180 |
| College of Arts & Sciences | 765 |
| College of Education | 797 |
| Kimmel School | 91 |
| College of Health & Human Sciences | 457 |
| Fine & Performing Arts | 289 |
| Other | 123 |

5. Services Provided (by subject)

The CFC provides a wide array of services. The following pie chart illustrates how those services are distributed across the various teams or types of services provided. Note: This chart indicates number of services but does not take into account the length of time spent on the respective service.

CFC Services provided, by type April 2009-March 31, 2011



6. 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 2010-11, the CFC HDI averages were as follows (five is the highest score for each category).

| | Courtesy | Knowledge | Timeliness | Quality | Overall |
|-----------|----------|-----------|------------|---------|---------|
| Services | 4.89 | 4.77 | 4.78 | 4.78 | 4.77 |
| Incidents | 4.79 | 4.62 | 4.53 | 4.61 | 4.55 |

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):

| | |
|---------------------------------------|-----|
| Overall Satisfaction | 88% |
| Teaching and Learning Satisfaction | 91% |
| Teaching with Technology Satisfaction | 81% |

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 2011 survey, 85% of responding faculty indicated a significant change in practice based on their work with our staff. This represents a 15% increase from last year.

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: **85% YES**

iii. Changes

When asked to identify the change in teaching practice/something new, the list of changes included the following:

- Democratic pedagogy
- Use of on-line assessments
- Self-evaluations/reflective practice
- Redesigned assignments
- Use of Excel/spreadsheets

- Course policies
- Survey tools
- Social Media/Web 2.0 tools
- Assessment rubrics
- Active learning
- On-line discussions
- Instructional use of videos
- Publishing
- Course redesign
- QEP implementation
- Peer review
- Group discussions
- Teaching on-line
- CV redesign
- Curriculum redesign

When asked what services helped the most, respondents indicated the following:

- Small Group Analysis
- Summer Institute
- Consultations (multiple areas)
- Retreats
- Digital media resources
- Teamwork approach to problem-solving/WRAP model
- Faculty Development Day
- THIS WEEK email
- Blackboard workshops
- Faculty Sandbox
- Digital media training/workshops

d. Event Satisfaction

For each event, workshop, or other extended service, the CFC collects evaluation data from all participants. Across all events, the CFC averages 4.85 out of 5 on Likert scale questions and with 99% of all responses recorded as agree/strongly agree.

Some highlights of the scaled questions:

- At the Summer Institute, 100% of all respondents strongly agreed that they would use that they learned at the event.
- At the Boyer Retreat, 100% of all respondents said they would recommend the event to others
- At the Leadership Retreat, 100% of all respondents said they would return and recommend the experience to a colleague

For most events, the data is also qualitative in nature. A few representative comments are indicated below.

Summer Institute:

- Inspirational experience—thank you!
- Truly loved my focus group. It was a crosscut of most of the colleges, therefore the sharing was thought provoking and multi-dimensional. I was able to engage with a scientist, a psychologist, a writer, and others who think differently than I. It helped me think out of the box.
- This institute was excellent! I am a believer in SITL! I don't think the title reflected the objectives of my focus team. I think more people would have selected this topic if they knew what all it entailed. I thoroughly enjoyed the ability to bond and exchange scholarly research with fellow faculty and staff.

Becoming an Engaged Scholar: (Question on most helpful aspect)

- One-on-one interactions
- Well-rounded perspectives
- Wonderful faculty
- Getting re-energized
- Clarifying the sometimes abstract concepts of engagement and the scholarship of engagement, etc.

Boyer Retreat (September 2010)

- I loved the mix between lectures and panel presentations and time to work on campus-specific issues. It was critical that we had concentrated time to use to address our particular needs. I was also impressed – and surprised (don't know why) – by how helpful it was to have an experienced “guide” sit with us as we tried to think through everything. **Definitely keep this part of the programming in place!**
- The balance between presentations and work time; the introductory talk by Pat Hutchings; the Chancellor's broad perspective on external forces shaping higher education; the materials and resources made available; the change to talk with people from other schools (and to hear from them during the sessions); the panel presentation by faculty in various areas/schools.
- Interaction with our mentor + WCU openness + WCU documentation.
- The meetings with the facilitator using the rubrics were the most useful aspect of the retreat. These sessions helped us assess our situation and prioritize goals and the tasks associated with those goals. Our facilitator was excellent. Be sure to choose people in the future who are known to possess this skill set.
- I really appreciated the ample time that teams had to work together on their campus projects. We really made the most of this time and accomplished a lot. It was also useful to have our facilitator with us during these times. He kept us motivated; he showed interest in our goals and our progress; and he asked good questions that helped us to think through our issues.

Leadership Retreat

- Great way to meet other members of the WCU community from different units and experiences. Just good to take the time to reflect on leadership, styles, and practices.
- It's great to see WCU offer this kind of opportunity on campus and at no cost to attend utilizing local leadership and resources. It was great to have food, too!
- It was a great opportunity to learn and meet others on campus.

The event evaluation data is reviewed by the event planning team, which recommends and implements appropriate changes.

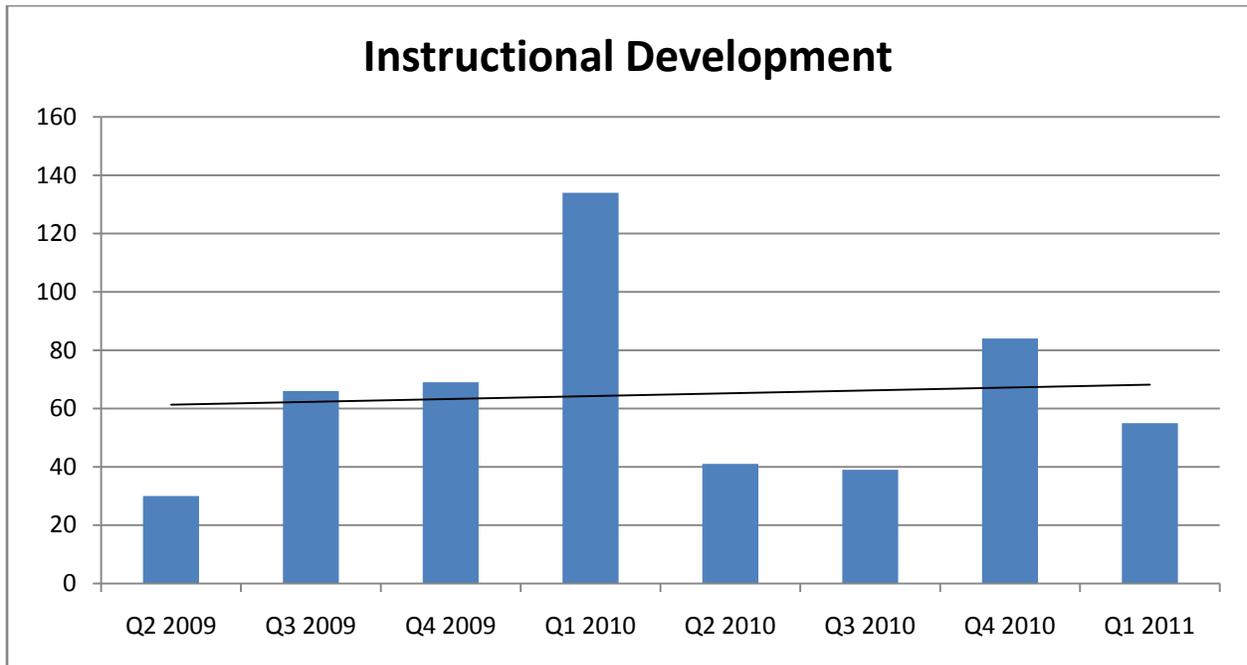
The following are examples of changes made based on participant feedback in the past year:

- On-Line Course Development Day was broadened to include face-to-face courses;
- Blackboard training sessions were shortened and included more hands-on activities;
- Blackboard training sessions were continued through the summer;
- The availability of Small Group Analysis was expanded;
- The Summer institute features more time in focus team sessions, less in whole group sessions;
- The Leadership retreat will become an annual event;
- The Boyer Retreat was shortened from four days to three.

B. Instructional Development Services

1. Overview

The heart and soul of the CFC is its work with instructional design and development. For most of this past year, these services have provided by only one staff member, as the second position remained vacant from September through July.



CFC Instructional Development Services April 2009-March 2011

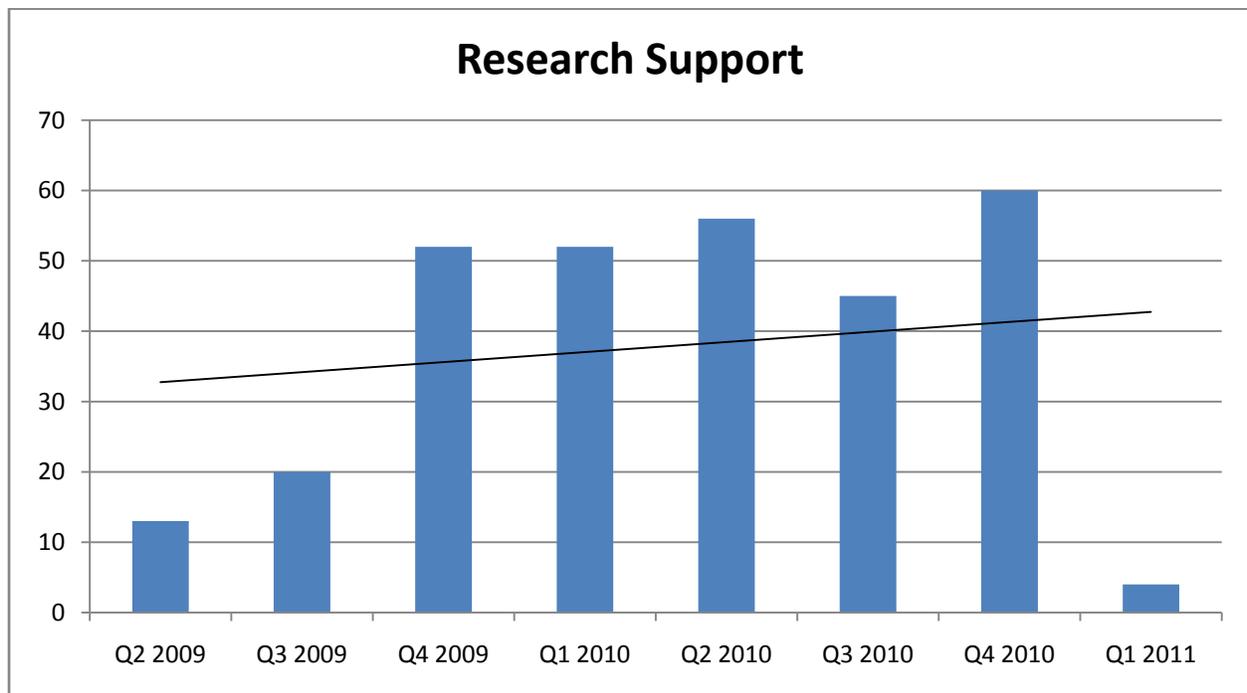
2. Needs Assessment

Over the past year, we have seen a slight trend upward in requests for instructional development support. Because we have been short-handed in this area, we have also had to turn down requests. We are currently actively recruiting for our second team member, an Instructional Developer, and anticipate being able to meet increasing needs across the next academic year. In addition to other duties, this person will be responsible for initiating, facilitating, and supporting peer-to-peer opportunities for faculty, including previously popular programs such as Readers' Roundtables, Faculty Learning Communities, mentoring programs, and Scholarship Communities.

C. Research Support Services

1. Overview

The CFC currently supports research through consultations on research design, faculty writing circles, installation and technical support for research software, and development opportunities across the Boyer model. Of all areas of services the CFC covers, research support has seen the most increasing demand (see chart below).



CFC Research Support Services May 2009-March 2011

2. Needs Assessment

Over the past two years, we have seen an increasing trend in requests for research support, including consultation on research methodology, use of research software, and guidance for developing scholarship across the Boyer model (for services rendered, see section IIC above).

This past year, we have increased our services by three primary means:

- We now have a dedicated position (Research Support Associate) to meet faculty support demands and have requested to upgrade this position to include Tier 2 Research Support.
- We have increased our offerings of workshops, retreats, and other professional development opportunities relating to Boyer's model of scholarship, including the Integrating Boyer into your Institutional Culture Retreat, the Becoming an Engaged Scholar seminar, and numerous smaller workshops.
- As a leader in Boyer scholarship, we have continued and advanced our support for system-wide initiatives related to the Scholarship of Teaching and Learning.
- We hired a part-time faculty consultant to work with faculty on research design.

As expectations for scholarly productivity continue to rise, we anticipate that demand will grow considerably over the next five years, particularly in the areas of the Scholarship of Teaching and Learning, which befits an institution dedicated to innovative teaching and learning, and the Scholarship of Engagement, which dovetails with WCU's stewards of place/regional engagement model. The growth in both types of scholarship will serve to better integrate the work of the faculty with the distinctive mission of the institution. Support for research is also mission-critical for the system and the state. *UNC Tomorrow Initiative 4.7.11* specifically tasks member campuses to work toward the implementation of the Boyer Model of Scholarship.

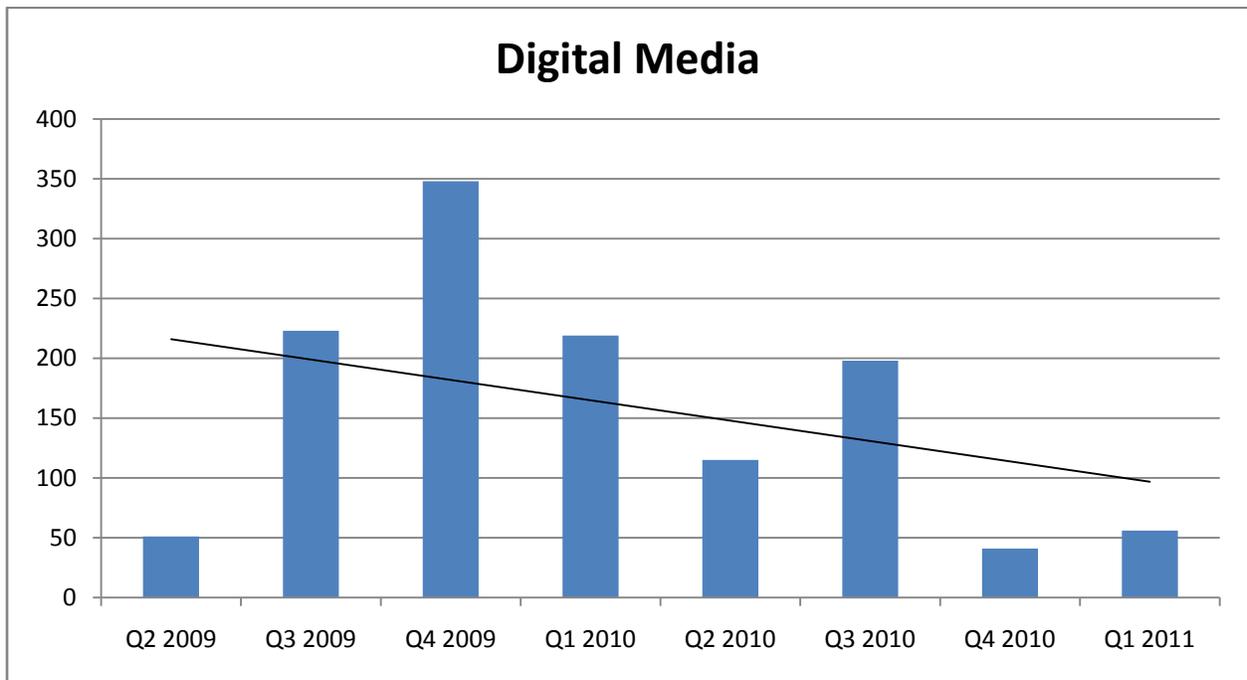
D. Digital Media Support Services

1. Overview

This past year, we eliminated one of our two digital media positions and merged the functions of both roles into one composite position, Digital Media Specialist. The home of the digital media specialist is the Faculty Sandbox, our digital media computer lab located at Hunter 182 (pictured below).



The demand for digital media support correlates closely with the academic calendar, with peaks during the beginning of major semesters and troughs during down times, such as summer (see chart below)



CFC Digital Media Support Services May 2009-March 2011

2. Other Digital Media Support

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. WCU faculty are very active, for example, in providing content for iTunes University (see chart below).

| WCU on iTunes Downloads | |
|-------------------------|---------|
| 2007 | 9,813 |
| 2008 | 12,208 |
| 2009 | 270,405 |
| 2010 | 740,821 |
| 2011 (so far) | 116,462 |

WCU on iTunes Downloads, 2007-present

3. Needs Assessment

With downsizing from two digital media support positions to one, we have to be very strategic in our provision of digital media support services. With that in mind, we are currently conducting an extensive Digital Media Needs Assessment across campus in order to strategically plan for WCU's digital media needs in the future. The results of this process will be made available in early Fall 2011. Areas of likely growth in the future include mobile applications, e-Publishing, and Web 2.0 tools.

4. Digital Media Spaces

This past year, the CFC was able to upgrade and provision two new digital media spaces.

a. The Toolbox



Over the past year, we redesigned Hunter 156, a former computer lab, to serve as our primary training area. It is equipped with 10 dual-boot Mac laptops, a dual-boot Mac Mini trainer station, and a Mac mini workstation. The room now serves as our primary space for training, workshops, meetings, and social engagements.

b. The Cloud



The Cloud, formerly an office/loft space in Hunter 166, has been converted to a digital media project space. It is equipped with a MacPro work station, Wacom tablet (for graphic design), and Mackie firewire audio interface, and an Apple G5 tower (including iTV). Faculty and staff utilize the Cloud as a creative, collaborative space for project development. Future plans include conversion of the parts of the Cloud to usable studio space, including a green screen, professional lighting, and high definition cameras.

E. Learning Management System (LMS) Support Services

1. Incident Reduction

As part of its Triple P (proactive, process, prevention) campaign, IT tasked all of its divisions with tracking the number of reported incidents (i.e. something is broken) in order to work towards keeping the percentage of incidents under 30%. Incident management is accomplished largely through proactive measures, including root cause analysis, communication, and planning.

From January-December of 2010,

- CFC incidents averaged 12% of total services provided.
- CFC incidents, as a ratio of total LMS course sections, decreased by 1%
- The highest number of incidents occurred in January and August, the lowest in April and November

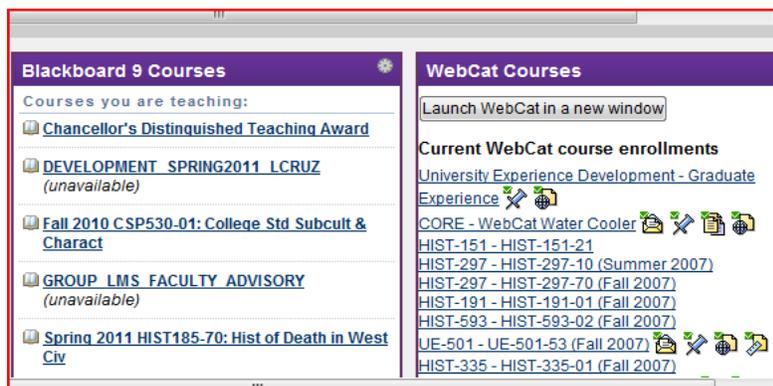
2. Migration

One of the major accomplishments of the CFC over the past year was the successful migration from WebCAT to Blackboard 9.1 Learn. The number of courses and faculty who have made the switch to the new platform more than doubled in the Spring 2011 semester (see metrics below).

Until May, we supported both systems simultaneously until faculty could be trained on the new system. In a wide spread publicity campaign, we let the campus know that on May 15th, WebCAT would be fully retired. As of June 1, we are fully migrated to the Blackboard system.

| | Fall 2010 | Spring 2011 | % Change |
|---------|-----------|-------------|----------|
| Courses | 734 | 1652 | +125% |
| Faculty | 275 | 509 | +85% |

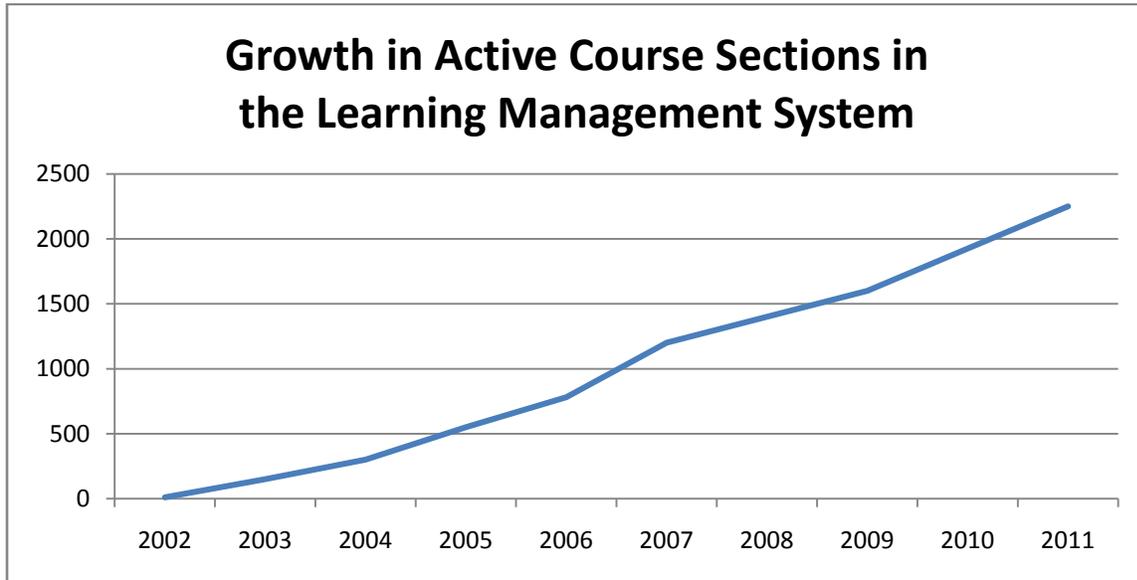
Growth in Blackboard 9.1 Course Sections 2010-11



Screenshot from main LMS page showing both systems in simultaneous use.

3. Growth in Course Sections

Since 2002, the number of active course sections hosted in the LMS environment has been steadily growing. In Blackboard, all courses listed in Banner receive a course shell by default, but now more and more faculty are utilizing that course shell to enhance teaching and learning (see charts below). Approximately 85% of WCU faculty have active content in LMS course shells.



Growth in Active LMS Course Sections, 2006-11

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|----------|------|------|------|------|------|------|
| LMS | 780 | 1200 | 1400 | 1600 | 1925 | 2500 |
| % Change | | +54% | +16% | +14% | +20% | |

4. Other LMS Projects

The LMS team is involved in a number of projects that will enhance the functionality of the new Blackboard 9.1 system.

- Working with numerous departments to replicate and expand on the student center functionality, previously done in WebCAT.
- Eagerly anticipating the arrival of a new web conferencing tool, Collaborate, which will replace our current WIMBA Classroom and WIMBA Meeting tools. Collaborate is predicted to arrive in July or August of 2011.
- Working with the division of Educational Outreach and the Office of Student Support Services in order to bring the Blackboard system closer to compliance with ADA (American with Disabilities) standards.
- Working with faculty in the College of Business and McGraw-Hill publishing to deliver instructional resources directly through Blackboard modules

5. Needs Assessment

From these metrics, it is clear that the LMS is no longer just for on-line teaching and learning but rather is a tool that touches all that we do here. The LMS team, in conjunction with the LMS Faculty Advisory Board, will use this upcoming year to consider the changing role of the LMS and to strategize about future support structures and opportunities for innovation. These considerations will provide the context for hiring a permanent LMS Manager in the 2011-12 academic year.

F. Other Metrics

1. Website Usage

As part of its strategic goals, the CFC is tasked with providing a centralized resource for information regarding faculty development, innovative pedagogy, and events and activities.

| | Visitors | Page Views | Countries |
|----------|----------|------------|-----------|
| November | 840 | 3,433 | 4 |
| January | 333 | 2,722 | 2 |
| April | 329 | 2,173 | 3 |

Google Analytics: CFC Website 2011

This year, the CFC website underwent a significant overhaul, including improvements to navigation, removal of dated material/links, and cosmetic upgrades. A major project to provide more information regarding services and events is underway this summer.

2. MountainRise

The CFC hosts and manages a widely recognized international SOTL journal, *MountainRise*. The journal is published biannually and this year a special summer issue was added. The journal receives approximately 100 submissions per year and boasts a competitive 20% acceptance rate.

| | Visitors | Page Views | Countries |
|----------|----------|------------|-----------|
| November | 1158 | 2,268 | 89 |
| January | 873 | 2,669 | 84 |
| April | 1209 | 3,418 | 105 |

Google Analytics: *MountainRise* website 2011

3. Self-Help

Providing on-line resources for self-help is also an integral part of the CFC's strategic goals. This year, in many ways thanks to our student workers, the Sandbox website added over 30 video tutorials to its already considerable arsenal of resources. These resources were also reorganized around pedagogical issues (rather than technological ones). Outside of the Sandbox website, considerable on-line resources were also added for Blackboard, Wimba, and Qualtrics.

III. Strategic Partnerships



Over the past year, we have 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 to better serve as an agent of organizational change and 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, the QEP, and the Boyer Retreat. 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 serves on multiple IT committees and participates in joint initiatives, notably including the eBriefcase, LMS

support and development, Cherwell documentation, search committees, lecture capture systems, 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 QEP initiatives, including the QEP-in-Action workshop series and the QEP-on-the-Road consultation group. The newly created office 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. The newly created office of Coordinator of Instructional Development and Assessment is, in part, dedicated to furthering and deepening this partnership. The coordinator works with the division to promote best practices in on-line teaching and learning and other faculty development initiatives related to distance and on-line instruction.

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. This year, the CFC partnered with the Associate Dean of the Graduate School in a survey-based study of graduate assistant needs, the results of which will be compiled this summer and will serve as the basis for policy and publication. 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 Research to request an upgraded Research Support position.

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), and faculty-student relations. This year, we partnered with the Director of Assessment to increase our participation in EXTREMES through the creation of a faculty committee and the production of a faculty handbook; with the Associate Director of Leadership and Student Involvement in the organization and implementation of the Leadership Retreat, and with Residential Living on several residence-based programs. We are planning for considerable growth in our partnership with Student Affairs in the upcoming year.

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, including QEP on-the-Road and the QEP Assessment Committee. The Coordinator of Instructional Development and Assessment has recently been selected to serve as a SACS reviewer.

Finally, based on their feedback, we have revised University administration of the Qualtrics survey tool to include their members.

Center for Service Learning

The CFC works with the Center for Service Learning to facilitate the integration of service learning opportunities into academic courses. We provide representation of the Service Learning component at our major events, including the Summer Institute and Boyer Retreat. In addition, we partnered with the Center this year to host the Becoming an Engaged Scholar retreat in the spring.

Mountain Heritage Center

The CFC supports the work of the Mountain Heritage Center through training and support for digital media, faculty-student partnerships, and assessment. This year, the CFC Director participated in the Administrative Program Review process for the Mountain Heritage Center.

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 (QEP implementation), 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), with 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). The instructional development team recently fulfilled a system-based grant for developing digital instructional resources.

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.

National/International Partners: CFC staff are members of multiple national and international societies, including ISSOTL, POD (Professional and Organization Development), and SRFIDC (Southern Regional Faculty Instructional Development Consortium), and Tomorrow's Professor. The director is a leader in POD and currently serves as a reviewer, a member of their graduate student development steering committee, and the Associate Editor of their premier publication, *To Improve the Academy*. We also have invited representatives on three consultative boards with Blackboard, including Blackboard Idea Exchange, Blackboard Exemplary Course Review, and Blackboard Product and Development Partnership (Grading and Advanced Course Management).

Consultation: This past year, the CFC provided active consultation, support, and resources to other campuses, including IUPUI, Metropolitan University of Denver, Winston-Salem State, University of

the Pacific, California State University/Channel Islands, Kingsborough Community College, UNC-Charlotte, Young Harris College, UNC-Asheville, Asheville-Buncombe Technical College, Southern Utah University, James Madison University, Appalachian State University, North Carolina A&T, and more.

C. Digital Media Partnerships

As part of an emphasis on digital media partnerships, the CFC has moved to increase its work in research and development, innovative application, and strategic use of digital media. While this initiative is relatively new, projects completed or in process this year include

- Virtual School of the Smokies redesign
- Emergency Disaster Simulation (with EMS program)
- Interactive WCU Service Catalogue (with Faculty Senate)
- Affrilachia (publicity and marketing)
- Intercultural Superhighway* Presentation Trailer
- Public history video "The Western Way"
- Dracula Posters (for WCU radio show)
- Community Health Nursing (graphic design)
- 3-D Model of Boyer Scholarship (for Office of the Provost)
- Shuler Conceptual Model (graphic design)
- wikiU (graphic design-publication)

The Digital Media team also provides instruction and outreach to campus departments, programs, and community partners. This year, for example, the digital media team visited Robinsville High School to teach high school students how to use Second Life (see photo below).



IV. 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).

This year, that model has been updated to suggest that the orbiting bodies are not specific roles or people, but rather areas or categories of service, perhaps best illustrated using the analogy of an orbit. If you follow sports, another helpful analogy might be to suggest that we have shifted from man-to-man to zone coverage (see diagram 2, below).

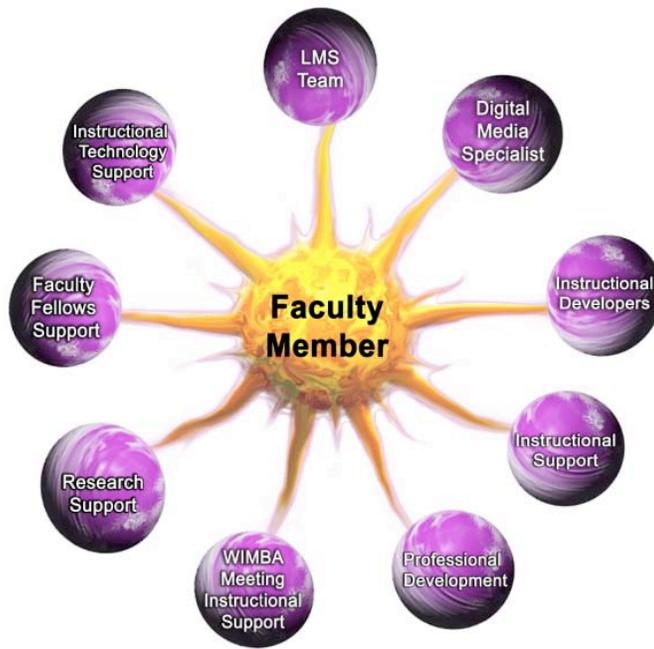


Diagram 1: The CFC's WRAP Model (original)

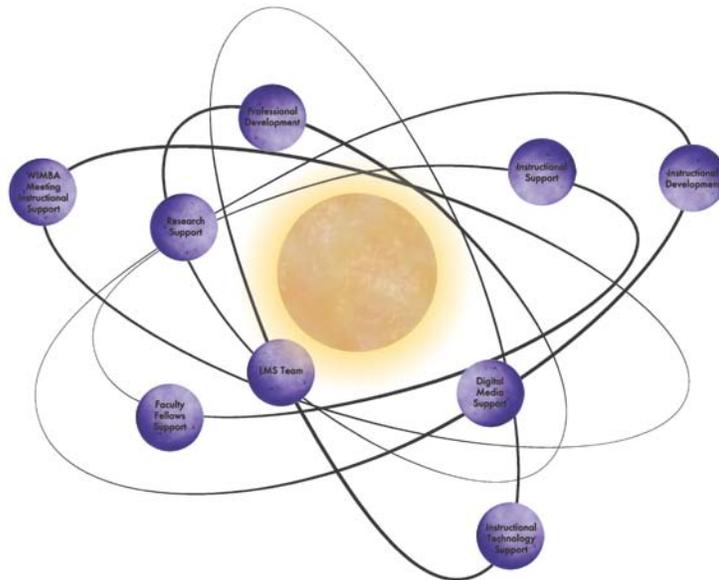


Diagram 2: The CFC's WRAP Model (revised)

This shift has enabled 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. Scholarship

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

1. Conference Presentations:

- “Are Webtexts the Future of SoTL Publishing? A Discussion of the Opportunities and Challenges of Interactive, Open-Platform, Multimedia Scholarship”
 Laura Cruz, Maria Moore and Cheryl Ball
 To be given to the ISSOTL Conference October 2011
- “Virtual Relations: The Future of Second Life Outside the Classroom”
 Laura Cruz, Robert Crow and CSP Graduate Students
 Given to the UNC TLT Conference April 2011
- “Peer Assessments: Online Survey Tools for Student Evaluation”
 John Hawes and Jim Manning
 Given to the UNC TLT Conference April 2011
- “The Seventh Dimension: Dynamic Frameworks for Thinking About the Future of Faculty Development”
 Laura Cruz and Sue Grider
 Given to the SRFIDC Annual Conference March 2011
- “Brave New World: Models for Integrating Technology and Pedagogy”
 Robert Crow and Laura Cruz
 Given to the POD Annual Conference November 2010
- “Proactive, Process, Prevention: Defining IT Services through Data”
 Sue Grider and Dixie Lawson
 Given to the UNC Cause Annual Conference November 2010
- “What’s in Your Briefcase?”
 Jason Ottie and Zaneta Summers
 Given to the UNC Cause Annual Conference November 2010
- “The Many Facets of Boyer”
 Robert Crow and Laura Cruz
 Given to Boyer Retreat September, 2010 and June 2011

2. Invited Sessions:

- “When Worlds Collide: Blending Pedagogy and Technology in Faculty Development”
 Robert Crow and Laura Cruz
 Given to the TLT-G Group March 2011
- “How Do You Do SoTL: A Practical Guide”
 Laura Cruz
 Given to Carolinas Writing Program Administrators February 2011

“An Editor’s Perspective on SoTL”

Laura Cruz

Given to Kingsborough Community College, NY

January 2011

Publications:

Glenn Bowen, Carol Burton, Chris Cooper, Laura Cruz, Chesney Reich and Melissa Wargo, “Focus on Teaching and Learning: Listening to the Voices of Today’s Undergraduates,” (Co-Author), under consideration at the *Journal of the Scholarship of Teaching and Learning*.

Robert Crow and Alessia Zanin-Yost, “From Traditional to Non-Traditional: An Adaptive Procedure for Assessing the Instruction Librarian” accepted for publication in *The Reference Librarian*, to be published in 2011.

Laura Cruz, Associate Editor (2 yrs)/Editor (2 yrs), *To Improve the Academy* (Jossey-Bass)

Laura Cruz, *All Things Considered: A Guide to Redefining Scholarship at the Institutional Level* (Editor), proposal under consideration with Jossey-Bass for Spring 2012.

Laura Cruz, Jill Ellern, George Ford, and Hollye Moss, “Semi-Radical: Navigating the Boundaries of the Scholarship of Engagement at a Regional Comprehensive University,” accepted at the *Journal of Higher Education Outreach and Engagement*, to be published in 2011.

Robert Crow and Laura Cruz, “Wiki-U: One State University’s Experience in Integrating Wikis Across the Disciplines,” *MountainRise*, v. 6, n. 2 (Fall 2010).

V. Other

The CFC performed several other actions that did not fit neatly into the categories outlined above.

A. Response to Budget Concerns

The topic on everyone's mind this year was the budget situation. In a speech, John F. Kennedy once observed that the Chinese symbol for crisis contains the characters for both danger and opportunity. 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. We have chosen to act proactively and to identify those areas in which reductions are possible and to reallocate resources to more efficiently align our services with the mission of the CFC and the University as a whole.

Reduction in Staffing: If all CFC staff positions had been filled, the CFC would have generated **11.75** FTEs per year. As a proactive measure, we reduced our FTE's to **10.25** per year (a 13% cut). This was accomplished through the permanent loss of one full position, the Digital Media Specialist (currently vacant) and the loss of two faculty fellow positions (at .25 FTEs each). As of September, the position of digital media specialist has been merged with that of Technology Support Associate (Sandbox Manager) and the system administration duties associated with that position transferred to IT.

Reduction in Salaries: We chose to eliminate the position of Associate Director (.5 FTE) and to downgrade the full position from Associate Director/Instructional Developer to Instructional Developer, resulting in a 21% salary savings. The salary for the permanent director was also reduced by 15%. With a collaborative leadership model now established, the need for an Associate Director was greatly diminished while the need for instructional development continues to grow, so we anticipate that this move should benefit center staff and clients.

Reduction in Operating Budget: With great regret, we chose not to hold our customary end of year banquet this year in deference to increasing budget shortfalls. Similarly, we have scaled back on the costs of food, outside facilitators, personal equipment, and printing in order to meet mandated budget cuts for operating budgets.

B. Communication

As part of its strategic goals (see Section I above), the CFC is specifically tasked with "effectively using a weekly e-mail to briefly announce CFC events". Indeed, 100% of the respondents to the faculty survey indicated that they use the weekly email to find out about CFC events and activities. Under the new director, the THIS WEEK email received a face lift and change in purpose. From a standard text email, the report was transformed to its current HTML-based newsletter form (see below).



The CFC Weekly Newsletter from May 30, 2011

The change was not simply cosmetic. In addition to lists of workshops and events, the newsletter now contains several recurring features including:

- Featured Faculty Spotlight (these longer articles discuss the work of exemplary and inspiring faculty on campus). Featured Faculty this year included Nancy Luke, Carrie Rogers, Vicki Faircloth, and Cyndy Caravelis Hughes.
- Active Learning Ideas (these articles detail active learning tips and strategies for use in face to face and online courses). This section of the email was noted as a highlight by many of the respondents to our faculty survey
- This Week in Blackboard (this section provides tips, updates, and other information for those who use Blackboard)
- This Week in Digital Media (this section provides tips, updates, innovations, and other innovation about digital media, Web 2.0 tools, instructional technology, and internet memes relevant to teaching and learning.
- Food for Thoughts (this section provides articles, videos, and other sources of information that provide thoughtful points to ponder)
- Conference, Development and Publication Opportunities

C. Teaching Awards

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

These include the following:

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 2010-11, the finalists for this award were Aaron Ball, Julie Johnson-Busbin, and Alvin Malesky. The winner was Aaron Ball in the Department of Engineering Technology.

Chancellor's Distinguished Teaching Award

This annual award encourages, recognizes, and rewards superior teaching and meritorious performance.

For 2010-11, the finalists for this award were Christopher Cooper, Jeanne Dulworth, Alex Macaulay, and Wesley Stone. The winner was Alex Macaulay of the Department of History.

SOTL Scholar Award

This annual award recognizes those faculty members who engage in exemplary scholarship that focuses on teaching and learning.

For 2010-11, the finalists for the award were Justin Menickelli, Steven Miller/James Ullmer, Jane Nichols/Erin Adams/Alessia Zanin-Yost, and Gayle Wells. The winner was Gayle Wells in the Department of HPER.

Jay M. Robinson e-Learning Award

This annual award recognizes those faculty members who do outstanding work in eLearning.

For 2010-11, the finalists for this award were Vittal Anantatmula, Ron Michaelis, Mary Teslow, and Frank Lockwood. The winner was Mary Teslow in the School of Health Sciences

Last Lecture Award

This annual award, chosen by students, recognizes those faculty members who teach with passion and enthusiasm. For 2010-11, the finalists for the award were Robert Holquist, John Whitmire, and Ann Allen. The winner was Robert Holquist in the School of Music.

Microgrants

These grants provide faculty with support for activities that enrich and enhance their teaching.

For 2010-11, recipients included Alessia Zanin-Yost, Jayne Zanglein, Carroll Brown, Marsha Lee Baker, Nathan Kreuter, Beth Huber, Debasish Banerjee, Lori Unruh, Michael Hubble, and John Williams.

Provost's Instructional Improvement Grant

These grants provide faculty with support for innovative projects aimed at improving the quality and effectiveness of instruction within a single course or group of related courses.

For 2010-11, the winners were Sharon Dole and Lisa Bloom for their Virtual School of the Smokies project.

