Coulter Faculty Commons
Annual Report
Academic Year 2011-12
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I. 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. 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.
  o Create effective electronic resources for faculty support.
  o Promote awareness of and participation in Commons events.
  o Effectively use a weekly e-mail to briefly announce CFC events.
  o Create and update a variety of self-help training material for all faculty.
  o Continue to refine and support the 24/7 telephone support for the Learning Management System.
  o 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;
  o 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.
  o Explore, introduce and model effective use of appropriate technology.
  o Provide effective user support and training for technology in teaching.
  o Maintain a reliable and robust online learning infrastructure.
  o Support distance education initiatives.

• To provide support or facilitate events and opportunities for collaboration and conversation among faculty and students.
  o Provide opportunities for faculty to gather and collaborate in a professional and social setting.
  o 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 University mission, goals, and objectives.
  o Provide faculty support in implementing University mission, goals, and objectives.
  o Provide faculty training and technology support for the QEP
  o Support student and faculty collaborative research to support University mission, goals, and objectives.
B. Support for Institutional Mission

1. University Mission

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

2. 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 online courses. Over 80% of all courses at WCU have a significant presence on the LMS.

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

This past year, that support included the following:
- 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)
- 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 scholar Mick Healey supporting undergraduate research
- Support for faculty engaged in the Scholarship of Engagement and SOTL through events, workshops, and individual consultations
- 25% Position provided to Office of Undergraduate Studies for QEP support
- Planning and implementation of Provost’s Scholars Program

As the QEP continues to mature, the CFC will continue to work closely with the Office of Undergraduate Studies to provide faculty support and inspiration for the QEP initiative.

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

These include the following:

*New* O. Max Gardner Award
This annual award is given to a UNC system faculty member who has “made the greatest contributions to the welfare of the human race.” It is considered the UNC system’s highest faculty award and includes a $10,000 cash prize. In 2012, WCU participated in this award after a long hiatus. WCU’s nominee was Dr. David Shapiro in the department of Communication Sciences and Disorders.

*New* U.S. Professor of the Year Award
This annual national award celebrates outstanding instructors across the country. Sponsored by CASE and The Carnegie Foundation for the Advancement of Teaching, it is the only national program to recognize excellence in undergraduate education. In 2012, WCU participated in this award after a long hiatus. WCU’s nominee is Dr. Lisa Briggs in the department of Criminal Justice and Criminology. Winners will be announced in the Fall of 2012.

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 Lisa Briggs, Don Livingston, and Alvin Malesky. The winner was Lisa Briggs in the department of Criminal Justice and Criminology.

**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, Jeanne Dulworth, Rebecca Lasher, Don Livingston, Alvin Malesky and Wesley Stone. The winner was Wesley Stone of the department of Engineering Technology.

**SOTL Scholar Award**
This annual award recognizes those faculty who engage in exemplary scholarship that focuses on teaching and learning.
For 2010-11, the finalists for the award were Frederick Buskey, Mickey Randolph, April Tallant, and Murat Yazan. The winner was April Tallant of the School of Health Sciences.

**Jay M. Robinson e-Learning Award**
This annual award recognizes those faculty who do outstanding work in eLearning.
For 2011-12, the finalists for this award were Meagan Karvonen, Alvin Malesky, and Brian Raming. The winner was Meagan Karvonen of the department of Psychology.

**Last Lecture Award**
This annual award, chosen by students, recognizes those faculty who teach with passion and enthusiasm. For 2011-12, the winner was David Dorondo in the department of history. He will be presenting his last lecture to campus during homecoming week in the fall.

**Microgrants**
These grants provide faculty with support for activities that enrich and enhance their teaching.
For 2011-12, recipients included Andrew Dalton, Evelyn Squires Wilson, Risto Atanasov, Jeffrey Lawson, Phyllis Robertson, Amy Dowling, and Dottie Saxon-Greene.

**D. 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)
- FACE Program (learning communities)
- Readers’ Roundtables
- Teaching Award Committees
- Summer Institute on Teaching and Learning
- Workshop/Seminar Series
- Boyer Scholarship Retreats
- Leadership development
- GATE (Graduate Student Development)
- New Faculty Orientation
- Student Evaluation Data analysis
- Assessment support
- Syllabus Development/Course Design
eBriefcase
- QEP Implementation (support)
- Leadership training
- Plagiarism/Academic Integrity
- Microgrants
- Visiting Scholars

b. Scholarship Support:
- Scholarship of Teaching and Learning
- Scholarship of Engagement
- External funding/development
- Research Software support (including SAS, SPSS, ArcGIS, and ATLAS.ti)
- Qualtrics Survey Tool (support and hosting)
- Research Methodology consultations
- Faculty Writing Circles
- MountainRise (hosting, editing, management)
- SoTL Grants

c. Instructional Technology Support:
- Microsoft Office Support
- LMS Support and development
- Blackboard Orgs and Student Centers
- Faculty Sandbox
- iTunes University (support and hosting)
- Wikis and Blogs (support and hosting)
- Wimba (support and training)
- Digital Media Accounts
- GoToMeeting (support and administration)

d. Other Support
- Social Events
- CRD File Preparation
- Workshops and Office Hours
- External Services
- CFC Express
- Faculty Forum (monthly publication)
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 2011-12 academic year:

**Faculty Development Day**-August 2011/January, 2012
Held just prior to the start of each semester, Faculty Development Day includes development for face-to-face and hybrid courses as well as on-line instruction. The event includes whole group sessions on relevant topics as well as structured work time for faculty to prepare for the semester ahead. This year, approximately 40 faculty attended.

**New Faculty Orientation**-August, 2011
Each year, the Coulter Faculty Commons spends one day with the cohort of new faculty and provides an orientation to the culture of teaching and learning on our campus. The day focuses on the seven dimensions of teaching and includes mini-workshops on course design, course delivery, assessment, student engagement, course management, scholarship, and other topics. The CFC also partners with the Division of IT to facilitate a second day of new faculty orientation related to IT systems and support.

**Faculty Scholarship Celebration**-February, 2012
In annual partnership with the Hunter Library, the Graduate School, the Office of Undergraduate Studies, and the Honors College, the Coulter Faculty Commons co-hosts and facilitates the Faculty Scholarship Celebration. We facilitated the on-line intake process, produced the event brochure, and contributed to overall planning of the event and reception. This year, a record number of faculty and instructional staff submitted their work to the celebration, which was held over through March as a part of the Chancellor’s Installation Week activities.

*Figure 1: Betsy Clementson, Laura Cruz, and Ruby Banerjee in front of a Faculty Scholarship Celebration display*
QEP Pathways - March 2012
To commemorate the fifth anniversary of WCU’s QEP, the Coulter Faculty Commons created the QEP Pathways event as a part of the Chancellor’s Installation Week ceremonies. The event featured over 50 posters, presenters, and performances from across the institution. Over 200 faculty, staff, and students attended the event.

Figure 2: Chancellor Belcher participates in the QEP Pathways Event

WCU Boyer Scholar Retreat - February, 2012
This year, the Coulter Faculty Commons partnered with the Office of Undergraduate Studies to provide a two-day, off-site retreat for faculty looking to develop scholarship under the Boyer model. This retreat featured focus groups on the different types of scholarship, whole group sessions, and a panel discussion. We designed the retreat to give faculty the inspiration and tools they needed to pursue different types of scholarship.

GATE Day - November and March, 2012
The GATE (Graduate Assistant Teaching Experience) program presented a full day of workshops, panel discussions, and development opportunities for graduate students. In the fall, the program focused on instructional development and in the spring, on career opportunities. GATE Day was held to coincide with advising days each semester.

Visiting Scholar - Robert Beichner November, 2011
This year, the Coulter Faculty Commons invited Robert Beichner, professor of at North Carolina State, for workshops and consultations on the Scale-Up Model of designing instructional spaces for deeper student learning in large courses.

Visiting Scholar - Mick Healey March, 2012
This year, the Coulter Faculty Commons invited Mick Healey, an international consultant on undergraduate research, to campus for two workshop presentations on integrating undergraduate research into the institutional culture and building a climate of inquiry.
**Blackboard Day** March 2012
The first in what will become an annual event, Blackboard day featured training, workshops, support, vendors, and prizes for faculty and students who use Blackboard or related services, including eBriefcase, Blackboard Student Support Services, and others. The Coulter Faculty Commons co-hosts the event with the team from the Technology Commons, where the event is held.

**CFC Express Series**-Spring 2012
In 2012, the Coulter Faculty Commons debuted an on-going series of short workshops, designed to provide faculty and staff with targeted skills in just 20 minutes. Topics included creating on-line forms, using interactive response media (like clickers), GoToMeeting, and icebreakers.

**Summer Institute**-May, 2012
Now in its 27th 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 Transparency and focused on creating more transparency between the teaching and learning processes. We had a record number of attendees (62), in part because of the increased participation of faculty and administrators from ABTech, one of our partner institutions.
LeaderSHIP Retreat- May 31, 2012
In partnership with the Center for Leadership and Student Involvement and the Office of Human Resources, the Coulter Faculty Commons is pleased to have co-hosted the second annual Leadership Retreat for faculty, staff, and graduate students. The day-long event features whole group sessions and concurrent workshops designed to empower and inspire campus leadership at every level. This year, the theme was “navigating the future” and included sessions on strategic planning, creating a shared vision, life planning, coaching, and other topics. Participation in the retreat nearly doubled, from approximately 80 attendees last year to 135 this year.
E. CFC Projects
This past year, the Coulter Faculty Commons inaugurated a new project process in order to manage the projects in which we have partnered with other campus entities to create a culture that fosters innovation in teaching and learning. Following the standards set by the division of IT, a project is any work that requires more than 24 hours of staff time and/or crosses over multiple divisions/units of the campus. Jason Ottie has also moved into a new position that allows him to oversee, manage, and facilitate CFC projects. The following are highlights from the over 70 projects completed by the CFC team this year.

1. Integrated Awards
Previously, award nominations for faculty awards for teaching, service, and engagement had been done on an ad hoc basis and the processes varied from division to division and from year to year, causing frustration on the part of faculty and staff as well as relatively low participation numbers.

To address these concerns, the Coulter Faculty Commons developed an integrated awards process that allows eligible faculty, staff, and students to nominate faculty for annual awards in a one-step electronic process.

Besides creating efficiencies and easing relationships, it was the primary purpose of this project to increase faculty and student participation in the awards process. As the chart below attests, we have been largely successful in meeting this goal (awards presented are those for which previous results were available). We are now adding nine more awards to the roster next year, including nearly all of those from the College of Business and the College of Education and Allied Professions.

In all, 144 unique faculty (23% of total) and 925 students (10.3% of total) participated in the process.

<table>
<thead>
<tr>
<th>Award Title</th>
<th>Previous Nominations: Faculty</th>
<th>Previous Nominations: Student</th>
<th>Previous Nominations: (Total)</th>
<th>Integrated Nominations: Faculty</th>
<th>Integrated Nominations: Student</th>
<th>Integrated Nominations: Total</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor’s Distinguished Teaching Award</td>
<td>53 (estimate)</td>
<td>544 (estimate)</td>
<td>597</td>
<td>77</td>
<td>1299</td>
<td>1376</td>
<td>130%</td>
</tr>
<tr>
<td>Excellence in Teaching Liberal Studies Award</td>
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<td>14</td>
<td>19</td>
<td>N/A</td>
<td>19</td>
<td>28.5%</td>
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<tr>
<td>Last Lecture</td>
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<td>158</td>
<td>158</td>
<td>471</td>
<td>471</td>
<td>471</td>
<td>198%</td>
</tr>
<tr>
<td>JM Robinson eTeaching Award</td>
<td></td>
<td></td>
<td></td>
<td>46</td>
<td>27</td>
<td>127</td>
<td>235%</td>
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<tr>
<td>SoTL Scholar Award</td>
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<td>9</td>
<td>18</td>
<td>N/A</td>
<td>18</td>
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</tr>
<tr>
<td>A&amp;S Teaching Award</td>
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<td>40</td>
<td>207</td>
<td>247</td>
<td></td>
<td></td>
<td>196%</td>
</tr>
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</table>
2. CORE (Catamount Online Readiness Experience)
In partnership with the Division of Educational Outreach, the CFC created the CORE mini-course, housed within Blackboard, that allows students, current and potential, to acclimate themselves to the on-line learning environment and to assess their readiness for taking on-line or hybrid courses. Since going live in March, the CORE getting started page has been accessed over 1,200 times and has been nominated for two national awards for the creative use of technology.

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

4. Involvement Database
In 2010, the CFC won a national award for its collection and use of data-driven processes to shape services and support structures. Continuing in that tradition, this year the CFC built a multi-faceted database that contains entries for all of its services, events, workshops, and other activities, held throughout the year (and detailed in this report). The new database allows for easier input and access as well as more sophisticated analysis of our support and staffing. Finally, and most importantly, it allows for more accurate reporting for the Involvement letters that are sent to participating faculty and staff members each Spring.

The following is a (selected) list of other projects completed in the 2011-12 academic year and not covered elsewhere in this report.

ADA Documentation for on-line courses
CFC Inventory Process
CFC Revised Web Site/Calendar
CFC Wireless capability enhancement
College liaison program

II. COULTER FACULTY COMMONS STAFF

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

A. Organizational Chart

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
B. CFC Staff Overview

1. Administration and Leadership Team

a. Laura Cruz, Director
   As Director, Dr. Cruz leads the administrative and political oversight of the center, facilitates the professional development of the staff, creates and nurtures strategic campus partnerships, provides vision for growth and innovation, and represents the CFC as an agent of organizational change and culture. She also serves as the Editor-in-Chief of MountainRise, the SoTL journal housed in the CFC, facilitates nine teaching award committees, and serves as a member of the IT Leadership Council. This year, she was elected to serve as an international ambassador for HETL (Higher Education Teaching and Learning) and as the associate editor of To Improve the Academy, one of the premiere publications in faculty development. An Associate Professor in the department of history, Dr. Cruz teaches 1-2 courses per year and currently sits on 3 MA Committees and 1 Dissertation Committee.

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

2. Instructional Development Team:

a. Robert Crow, Coordinator of Instructional Development and Assessment
   Robert’s role has been elevated from Instructional Developer to Coordinator of Instructional Development and Assessment. This position works collaboratively with other organizational units on campus to plan, develop, facilitate, execute, and assess projects that support the University’s mission and strategic goals, including the QEP, UNC Tomorrow, Boyer Scholarship, and Stewards of Place models. The Coordinator position initiates strategic partnerships that involve faculty and professional development as well as institutional level assessment. In addition to other strategic partnerships, the coordinator serves as a liaison between the Coulter Faculty Commons, the Office of Undergraduate Studies, the Office of Institutional Planning and Effectiveness, and the Division of Educational Outreach.

b. Freya Kinner, Instructional Developer

Hired in September of 2011, Freya serves as an integral part of the instructional development team, headed by Robert Crow. Her responsibilities will include consultations, event planning, collaborative programming, evaluation and assessment of teaching, Boyer scholarship support, and dissemination of innovative pedagogical practices. She also serves as the FACE program coordinator, Provost’s Scholars program lead, and eBriefcase support coordinator. Freya brings special expertise in educational assessment, survey design, qualitative analysis, and educational research.
3. LMS Support Team

a. Sue Grider, Learning Management System Manager
As of June, 2011, Sue provides leadership for the learning management system, currently Blackboard 9.1, including collaborative tools, electronic portfolios, organizations, and mobile capabilities. Sue manages access to all Blackboard-related systems, oversees all aspects of LMS team activities (including client support, professional development, incident reduction, and communication), plans and implements appropriate policies and procedures related to integrating Blackboard with the University mission, provides visible leadership for Blackboard-related activities on and off-campus, and collaborates with other IT departments to ensure effective cooperation in support of eTeaching and learning.

b. Jason Ottie, LMS Tier 2 Support Specialist/Project Manager
As the senior member of the LMS team, Jason works with faculty in all aspects of course creation, modification, and troubleshooting in the LMS environment primarily at the Tier 2 (advanced) level. He also manages and does quality control for 24/7 LMS support through Blackboard Student Services. This year, his position was upgraded to include oversight and management of CFC projects, including the creation of a project management process.

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

4. Digital Media Team

a. Jason Melvin, Digital Media Specialist
Jason provides broad-based support for the digital media needs of the campus as a whole. Jason serves on various committees and groups involved with defining division and University media related goals and future direction, including the implementation and use of an iterative process for addressing evolving campus needs. Jason also manages the Faculty Sandbox, an area where faculty receive support and training for the use of technology in their teaching. He also works with faculty to not only demonstrate the use of computer equipment but also software and various technologies to enhance teaching and learning. He also oversees the digital media editing lab (adjacent to Belk 274), teaches sections of courses that require the use of high end media (including 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. **Johnny Penley**, Instructional Training Specialist

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

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

In light of the increased responsibilities for the Digital Media Support Specialist, we hired an Assistant Sandbox Manager on a temporary basis from June, 2011-May, 2012. Jon worked with faculty and staff to support the Sandbox functions, contributed to digital media project development and implementation, provided content for the self-help sections of the Sandbox website, performed routine lab maintenance, and served as our Second Life specialist.

5. Scholarship/Engagement Support Team

a. **Lee Crayton**, Research Support Specialist

Hired in February, 2012, Dr. Crayton works with faculty and staff to support, facilitate, and enhance internal and external research across the Boyer Model of Scholarship. He works collaboratively with the Research Office to support faculty in the identification and development of external funding opportunities, consults with faculty on an individual and/or group basis regarding appropriate research design, methods, and evaluation, provide training and assistance for qualitative and quantitative research projects, assists faculty in the use of research software, such as SPSS/SAS, Qualtrics, ArcGIS, ATLAS.ti, identifies and facilitates the adoption of emerging research tools, software, or programs; facilitate opportunities for collaborative and peer-to-peer research support; and works with other campus stakeholders to develop policies, applications, and professional development opportunities to support research and assessment across the Boyer model of scholarship.

b. (Currently vacant), Academic Analyst

The CFC anticipates hiring an Academic Analyst in the 2012-13 academic year. The analyst will be responsible for business processes relating to academic initiatives, working to support effective integration of the LMS into teaching and learning, and providing leadership for policies, procedures, and planning related to academics across the campus.

6. Faculty Associates

a. Faculty Consultants

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

In the summer of 2011, Freya 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
In the summer of 2011, Murat 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.

b. 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.

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. The Forum moved to a bimonthly format in the Spring of 2012, due to popular demand.

7. 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 Kendall Edwards (Professional Writing), Daniel Burch (Graphic Design), Michael Sapp (CIS), Jessica Muse (Graphic Design), Joshua Okon (CS), and Dakota Ling (Graphic Design) serve as Sandbox Assistants. All except Jessica and Dakota graduated this year, and both Jessica and Dakota will be returning to the Sandbox next year.

b. Graduate Assistant
The Graduate Assistant ‘provides leadership and support for multiple forms of scholarship.’ The CFC typically employs 1-2 Graduate Assistants each 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, Johnny Penley, served his second year as CFC Graduate Assistant.

c. Support 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 Maggie Chandler and Michelle Smiley, both of whom graduated this past year. Michelle is a Social Science Education teacher and Maggie begins graduate work in Public Administration in the Fall. This year, the CFC employed Caleb Hannon (Marketing) to assist the LMS team with student support and self-help support for students. Caleb will be returning to work with the LMS team again next year.

d. Internships
The CFC works closely with career services and internship coordinators in several departments to provide opportunities for student workers and student interns. We are particularly grateful to Michael Despeaux (Career Services), Dierdre Elliott (English), and 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 Carrie Collins (Hospitality and Tourism), Christine Callahan (Hospitality and Tourism), Kelly Thompson (English), and Kristen Smith (English).

III. CFC BY THE NUMBERS

A. Services

1. Services Provided (by Number)

In the 2011/12 academic year, the CFC supported 1350 unique clients and provided 5008 services.

<table>
<thead>
<tr>
<th>Year</th>
<th>Clients</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/9</td>
<td>670</td>
<td>2413</td>
</tr>
<tr>
<td>2009/10</td>
<td>889</td>
<td>3761</td>
</tr>
<tr>
<td>2010/11</td>
<td>965</td>
<td>4469</td>
</tr>
<tr>
<td>2011/12</td>
<td>1350</td>
<td>5008</td>
</tr>
</tbody>
</table>

These figures represent a 12% increase in services and a 40% increase in clients served over last year.
2. Services Provided (by Client Type)

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

- The number of 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>338</td>
<td>512</td>
<td>449</td>
<td>549</td>
<td>583</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>46</td>
<td>94</td>
<td>125</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>43</td>
<td>121</td>
<td>140</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>88</td>
<td>318</td>
<td>146</td>
<td>469</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Unique Faculty</th>
<th>Full-time faculty</th>
<th>Part-time faculty</th>
<th>Total Faculty</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>583</td>
<td>479</td>
<td>136</td>
<td>615</td>
<td>94</td>
</tr>
<tr>
<td>2010-11</td>
<td>549</td>
<td>451</td>
<td>207</td>
<td>658</td>
<td>83</td>
</tr>
<tr>
<td>2009-10</td>
<td>449</td>
<td>473</td>
<td>166</td>
<td>639</td>
<td>70</td>
</tr>
<tr>
<td>2008-9</td>
<td>455</td>
<td>488</td>
<td>217</td>
<td>705</td>
<td>64.5</td>
</tr>
<tr>
<td>2007-8</td>
<td>338</td>
<td>502</td>
<td>222</td>
<td>724</td>
<td>47</td>
</tr>
<tr>
<td>2006-7</td>
<td>283</td>
<td>457</td>
<td>244</td>
<td>701</td>
<td>40</td>
</tr>
</tbody>
</table>
4. Services Provided By Academic College

CFC services are available to all faculty, instructional staff, and graduate students at WCU. Engagement varies by department and discipline, but the trends below suggest particular growth in the number of services provided to faculty in the college of Health and Human Sciences (94% increase) and the College of Business (64% increase).

<table>
<thead>
<tr>
<th>College of Arts &amp; Sciences</th>
<th>2010</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>180</td>
<td>296</td>
</tr>
<tr>
<td>CEAP</td>
<td>797</td>
<td>1031</td>
</tr>
<tr>
<td>CFAP</td>
<td>289</td>
<td>304</td>
</tr>
<tr>
<td>HHS</td>
<td>457</td>
<td>887</td>
</tr>
<tr>
<td>Kimmel School</td>
<td>91</td>
<td>80</td>
</tr>
</tbody>
</table>

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 (next page) indicates number of services but does not take into account the length of time spent on the respective service.
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 2011-12, the CFC HDI averages were as follows (five is the highest score for each category).

<table>
<thead>
<tr>
<th></th>
<th>Courtesy</th>
<th>Knowledge</th>
<th>Timeliness</th>
<th>Quality</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Incidents</td>
<td>4.76</td>
<td>4.53</td>
<td>4.53</td>
<td>4.60</td>
<td>4.53</td>
</tr>
</tbody>
</table>

These numbers are within the best practices guidelines developed by the Help Desk Institute for institutions of higher education.

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):

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Satisfaction</td>
<td>94%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>Teaching and learning satisfaction</td>
<td>93%</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>Educational technology satisfaction</td>
<td>96%</td>
<td>81%</td>
<td>96%</td>
</tr>
<tr>
<td>Change of Practice</td>
<td>79%</td>
<td>85%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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).

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 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.

| 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: 92% YES |

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

- Use of new forms of digital media (multiple responses)
- Adding rubrics to on-line courses
- Course redesign (multiple responses)
- Assignment redesign (multiple responses)
- Qualtrics usage
- Polleverywhere usage
- On-line course redesign (multiple responses)
- Active learning in the classroom (multiple responses)
- Boyer scholarship
- Use of wiki/blogs (multiple responses)

When asked what services helped the most, responses fell into the following categories:

- Research support
- Boyer Retreat
- One-on-one consultations/individual members of the CFC staff
- Faculty Sandbox support
- Blackboard support
- New Faculty Orientation

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 3.85 out of 4 on Likert scale questions and with 100% of all responses recorded as agree/strongly agree.

Some highlights of the open-ended questions:
WCU Boyer Retreat/February 2012
Question 1: Most helpful:
- Surrounding (if not pinning down) a definition of scholarship, establishing Boyer as a departure point rather than a metric
- Connecting with others to share ideas, expenses (?) opening presentation by Laura was great—very helpful and interesting.
- Meeting & working with other Western people, like ideas & initiatives.
- Reviewing about the Boyer method, interacting with other faculty, and thinking about scholarly activities
- Defining what it is and developing a tangible next step.
- Differentiation of scholarship & scholarly activity. Also the opportunity to learn more about Boyer and the activities.
- The entire experience. Discussing scholarship, the small groups, talking with others getting ideas.
- Opportunity to think out loud with colleagues opened up conversations

Question 3: Next Steps
- Transitioning from participating in scholarly activities to generating scholarship.
- Implement ideas to bridge the gap between theory and practice in my teaching.
- I have a better idea of methods for peer review, evaluation, and dissemination of nontraditional forms of research. I can also serve as a better mentor for my junior faculty based on information gained. I can also speak more deeply about types of research going on at WCU.
- Empowered with information and motivation to take an idea to the next level.
  1. Improve our CRD.
  2. complete ongoing project
  3. collaborate with 2 non tenure track faculty on a project.
  4. mentor a new colleague.
- Energized to form collaborative relationships with colleagues with a scholarly focus.
- Identify scholarly activities to convert scholarship.
- It took some of the trepidation away about research projects.

Summer Institute 2012 (100% satisfied/very satisfied on 4 point scale)
- Thank you so much for inviting us to come and participate in the Summer Institute. I hope to be able to continue our relationship. Also, thank you for the flower—all made me feel welcome. [Note: From ABTech visitor]
- Very valuable content. Excellent ideas and support from colleagues. Enjoyed contact with AB Tech people.
- Should be required for all 1st year faculty. This was my first time attending but plan to make this a standard summer event.
- We enjoyed it! Hats off to the CFC. Thanks for improving the quality of life for professors by helping us be better teachers!
- Excellent. Well planned, good discussion, comprehensive, thorough.
Leadership Retreat 2012

- All of my sessions were information, helpful and all over fun. My favorite was Conflict Resolution with Lisen Roberts. Group discussions and activities in the Grandroom were entertaining yet effective.
- Thanks so much for your hard work on this event. It was well worth my time and it added to my understanding of leadership and increased my ability to practice leadership on campus.
- The workshops were the best part of the experience. I learned some useful things that I can use immediately in the workplace.
- The 3 sessions I attended were informative and I brought many ideas back to work from all of them.
- Thank you for opening up the Leadership Retreat to all campus employees. Staff have few to no professional development activities offered to them so it was great to participate. Also, being able to network with administrators, directors, EPA, SPA and faculty members was awesome! We very rarely get this time of opportunity and it was great.

B. Instructional Development Services

1. Overview
The heart and soul of the CFC is its work with instructional design and development.

<table>
<thead>
<tr>
<th>Year</th>
<th>Clients</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>515</td>
<td>944</td>
</tr>
</tbody>
</table>

This team has benefitted greatly from the addition of our new instructional developer, Freya Kinner, who joined the CFC in September. Over the past year, we have seen a strong trend upward in requests for instructional development support, and instructional development constitutes a much higher percentage of overall CFC services offered, from 5% in 2010-11, to 18.8% in 2011-12. Together, the instructional development team conducted 41 small group analysis sessions and 6 teaching observations in the past year.

2. Notable Projects: Instructional Development Team

a. Provost’s Scholars Program
Adopted from a national model, this program places outstanding students in a small class (LEAD 297) in which they develop a research question based on WCU’s institutional data, design and conduct a research project related to improving retention, and report on their recommendations to the campus community. The inaugural class presented their findings in April of 2012.

b. FACE Program
The FACE (Faculty Associates for Campus Engagement) program is designed to tap into the collective expertise and experience of current WCU faculty and staff through peer-to-peer learning communities and individual consultations. Started in the Spring of 2012, the
program included FACE groups devoted to iPads, qualitative research, online teaching and learning, distinguished professors, readers’ roundtables, writing circles, first year experiences, classroom management, scholarship of teaching and learning, and other subjects. The FACE program provided 170 services in the spring semester alone. The program will be expanding in the 2012-13 to include first year faculty, leadership, non-tenure track faculty, and other subjects.

c. Liberal Studies Handbook
Modeled after the successful handbook designed for first-year courses, the liberal studies handbook provides instructors with models, frameworks, and examples for teaching liberal studies courses.

C. Research Support Services

1. Overview
This past year, the CFC added the position of Faculty Research Support Specialist to meet the growing demand for scholarship support. The specialist conducts consultations on research design, organizes writing circles, provides support for appropriate use of research software, and other services. The demand for these services is evident, noting that Dr. Crayton did not begin work until February of this year. Even in this short time, research support represents close to 5% of all CFC services. It is expected that the demand for these services will continue to grow in the upcoming year.

<table>
<thead>
<tr>
<th>Research Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>2011-12</td>
</tr>
</tbody>
</table>

2. Notable Projects: Research Support Team

a. Research Newsletter
In partnership with the Office of Sponsored Research, the faculty research support specialist created and regularly contributes to a monthly electronic newsletter designed to provide faculty with information on opportunities for external funding, research software applications, and other related topics.

b. Research Database
In partnership with the Office of Sponsored Research, the faculty research support specialist has created a framework for capturing information about faculty research interests, research software use, and related information. Once populated, this database will serve as a valuable resource for analysis and identifying collaborative research interests.

D. Digital Media Services

1. Overview
The home of the digital media at WCU is the Faculty Sandbox, our digital media computer lab located at Hunter 182 (pictured below). 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Clients</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>338</td>
<td>929</td>
</tr>
</tbody>
</table>

2. Notable Projects: Digital Media Team

a. CEAP Video Solution/Media Box
For this project, the digital media team partnered with the College of Education and Allied Professions to create a seamless way for both in-service and pre-service teachers to upload and share videos, whether for classroom assignments or as part of continuing education.

b. Western Way Video
For this project, the digital media team partnered with Rebecca Lasher, faculty member in the department of Social Work, to create a professional quality short film detailing the history and significance of the term “Western Way” on campus. The film was screened as a part of the Faculty Scholarship Celebration display and the Chancellor’s Instillation activities.

c. Digital Media Needs Assessment
The digital media team conducted an extensive, campus-wide digital media needs assessment, the results of which were made public to the campus in the summer of 2012. The report will serve as a basis for planning and capability mapping for campus-wide digital media support over the next few years.

d. Other
The Digital Media team also provided video production, editing, and/or other support for Bells of the Valley (WCU historical film), Chancellor’s Faces video, the IT Triple P award video, the Coulter memorial video, and the Virtual School of the Smokies project.

3. Other Digital Media Metrics
a. iTunes U
Active Courses = 70
Downloads since July 2011 = 17,495
Avg. per month = approx. 2000
b. Wiki/Blogs (not housed in Blackboard)
Active = 175
c. Media Server Accounts
Server Accounts Created (FPA Media Server, Film Server, Graphic Arts Server) Total = 420
Active FPA Media Server folders: 440

E. LMS Support Services

1. Overview
This year, under the leadership of new LMS manager Sue Grider, created vision and mission statements, strategic goals, and developed a customer service philosophy statement.

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

<table>
<thead>
<tr>
<th>Clients</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>759</td>
</tr>
</tbody>
</table>

b. Customer Service
This commitment to high quality customer service is evident in the reduction on incident defects, or clients unsatisfied with the support they received from the team (see chart below).
c. Active Courses in Blackboard
The number of active courses continues to increase each year at WCU (see chart below). By default, a Blackboard course shell is created for each course offered and more faculty each year are using the Blackboard course shells to share content with their students.

<table>
<thead>
<tr>
<th>Years</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>780</td>
<td>1200</td>
<td>1400</td>
<td>1600</td>
<td>1925</td>
<td>2386</td>
<td>2839*</td>
</tr>
<tr>
<td>% Change</td>
<td>+54%</td>
<td>+16%</td>
<td>+14%</td>
<td>+20%</td>
<td>+24%</td>
<td>+19%</td>
<td></td>
</tr>
</tbody>
</table>

Growth in Active Course Section in the Learning Management System

![Graph showing growth in active course section in the Learning Management System](image)

d. 24/7 Blackboard Support
The Coulter Faculty Commons and the Division of IT have been working together to build a closer relationship between WCU and Blackboard Student Services (BSS), the company which provides student support and off-hours support to faculty and staff. The outcome of this is for BSS to provide a more positive, customer-friendly approach to LMS support. The following changes have occurred in BSS that ultimately help our WCU clients.

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

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

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

Blackboard Student Services handled approximately 2,000 support calls for WCU during the 2011/2012 academic year. On average, BSS handles 40% of WCU’s LMS support calls during the evening and early morning hours (5pm-8am). The remaining 60% of calls are during the business hours (8am-5pm). Approx. 16% of the calls into BSS are during the weekend when the Coulter Faculty Commons is closed.


<table>
<thead>
<tr>
<th></th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>105</td>
<td>212</td>
<td>268</td>
<td>94</td>
<td>190</td>
<td>85</td>
<td>52</td>
<td>41</td>
<td>46</td>
<td>294</td>
<td>70</td>
<td>53</td>
<td>1510</td>
</tr>
<tr>
<td>Faculty</td>
<td>27</td>
<td>54</td>
<td>21</td>
<td>26</td>
<td>67</td>
<td>27</td>
<td>25</td>
<td>6</td>
<td>15</td>
<td>42</td>
<td>14</td>
<td>8</td>
<td>332</td>
</tr>
<tr>
<td>Staff</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>268</td>
<td>290</td>
<td>122</td>
<td>259</td>
<td>113</td>
<td>77</td>
<td>47</td>
<td>62</td>
<td>339</td>
<td>87</td>
<td>68</td>
<td>1865</td>
</tr>
</tbody>
</table>

*Number of Unique BSS tickets created in 2011-2011*

### 3. LMS Projects.

**a. GoToMeeting (Wimba replacement)**
As of July 1, 2012, WCU’s current virtual collaboration tool, WIMBA, would be retired. The LMS team spend most of this past year researching a suitable replacement. In May, the team selected GoToMeeting to provide for faculty, staff, and students who wish to collaborate virtually through text, voice, video, or some combination of these.

**b. Non-continuing student access**
This project enables students to continue to have access to university systems, such as Blackboard, with academic content for two semesters following graduation. Previously, students lost access immediately following separation/graduation from WCU.

**c. External Users in Blackboard**
This project allows users who are not WCU faculty, staff, or students to engage with the campus community through either a Blackboard Org or Student Center. This allows for students to engage with community members, practitioners in the field, national and international experts, and much more. Since the Fall of 2011, we have created 85 external user accounts.

**d. Student Centers/Orgs**
This project has provided the infrastructure, policies, and procedures for creating Blackboard student centers and organizations. These are places within Blackboard for faculty, staff, students, and community partners (see above) to collaborate outside of the
standard course shells. This past year, the CFC created 51 Blackboard Orgs and 25 Student Centers. These uniquely engaged structures will be highlighted at presentations at EDUCAUSE and Blackboard world next year.

d. Other Projects
Below is a partial list of other projects that the LMS Team has completed or is currently engaged:

- Building Block process
- Student Services Knowledge Base development
- Marketing Plan for LMS Team
- Internal LMS policy development
- External relationships with vendors and other LMS Teams
- Integration of Blackboard and Publishers
- Access role definition
- Services packs 4-8 (testing and installation)
- Instructor resource development and delivery
- Student resource development and delivery

F. Other Metrics

1. CFC 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.

<table>
<thead>
<tr>
<th></th>
<th>Visitors</th>
<th>Page Views</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>971</td>
<td>2,111</td>
<td>31</td>
</tr>
<tr>
<td>January</td>
<td>1039</td>
<td>2,367</td>
<td>21</td>
</tr>
<tr>
<td>May</td>
<td>898</td>
<td>2,284</td>
<td>23</td>
</tr>
</tbody>
</table>

Google Analytics: CFC Website 2011-12

This year, the CFC website underwent a significant overhaul, including improvements to navigation, removal of dated material/links, and cosmetic upgrades. This has resulted in moderate increases in the number of visitors and significant increases in the number of users from other countries.

2. MountainRise Access
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.

<table>
<thead>
<tr>
<th></th>
<th>Visitors</th>
<th>Page Views</th>
<th>Countries</th>
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</thead>
<tbody>
<tr>
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<td>59</td>
</tr>
<tr>
<td>January</td>
<td>231</td>
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<tr>
<td>April</td>
<td>312</td>
<td>1,006</td>
<td>51</td>
</tr>
</tbody>
</table>

Google Analytics: *MountainRise* website 2011-12
Traffic on the *MountainRise* site has dropped considerably over last year. This is due in large part to significant, lengthy outages through WCU’s digital media server system. It is also due to increased access to the journal through library databases (rather than the journal webpage directly). The CFC has recently activated a project to address some of the former issues.

**IV. STRATEGIC PARTNERSHIPS**

Over the past two years, 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 cultural integration. Such partnerships are further supported by a growing body of research literature suggesting that these may become best practices for other institutions in the near future. The use of ‘strategic partnerships’ represents an original model of faculty development and has received national and regional recognition.

**A. Campus Partnerships**

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

**Academic Affairs/Office of the Provost**

The CFC reports directly to the Associate Provost in the Office of Academic Affairs. In addition to directly serving the mission of this unit, the CFC actively participates in many Academic Affairs initiatives and projects, including New Faculty Orientation, the QEP, and the WCU 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 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. The CFC and the Division of Educational Outreach have crafted a coordinated plan for increasing recognition and rewards for on-line teaching in the 2012-13 academic year.

Graduate School and Research
The CFC provides numerous opportunities for graduate student development under the auspices of the GATE (Graduate Assistant Teaching Experience) program. These include an orientation session each fall, individual consultations, and 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.

Academic Departments
The CFC supports the work of all academic departments through its provision of services. We also make special partnerships with specific units. This year, for example, we worked closely with the department of Geosciences and Natural Resource Management (NSF Grant Assessment), the College of Business (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).

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

National/International Partners: CFC staff are members of multiple national and international societies, including ISSOTL, POD (Professional and Organization Development), SRFIDC (Southern Regional Faculty Instructional Development Consortium), and AREA (American Educational Research Association) (for full list, see below). 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 serve as consultants and collaborators with other institutions on the use of Blackboard, ePortfolios, and virtual collaboration tools.

Consultation: This past year, the CFC provided active consultation/support/resources to other campuses, including Kingsborough Community College, Wake Forest University, University of Houston-Clear Lake, UNC-Asheville, Asheville-Buncombe Technical College, North Carolina A&T, Virginia Tech, University of North Carolina-Wilmington, and Old Dominion University.

V. LEADERSHIP

A. National and Regional Leadership

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

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

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

![Diagram 1: The CFC’s WRAP Model (original)](image)

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

C. Scholarly Contributions

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

Crow, R. (2012, March). *I hear voices: Integrating student input to guide the instructional process.* Presented at the annual conference of the Southern Regional Faculty and Instructional Development Consortium, Furman University, Greenville, SC.

Cruz, L., Kinner, F.B., & Penley, J. (March, 2012). *Building a bigger boat: Redefining the context of graduate student development.* Presented at the annual conference of the Southern Regional Faculty and Instructional Development Consortium, Furman University, Greenville, SC.

Cruz, L. & Crow, R. (March, 2012). *Peerless: Imagining new models for the peer review of SoTL.* Presented at the SoTL Commons Conference, Georgia Southern University, Statesboro, GA.


Hawes, J. (November 2011). *A New Model of Support: Research at WCU.* Presented at the UNC CAUSE conference, Winston-Salem, NC.


Cruz, L. (October 2011). *Editor's Roundtable: MountainRise.* Presented at the annual ISSOTL Conference, Milwaukee, WI.


2. Invited Presentations (off-campus):

Laura Cruz and Robert Crow, Nursing and the Boyer Model

Tennessee Tech August 2011

Laura Cruz, An Editor’s Perspective on SOTL

Kingsborough Community College January 2012

Laura Cruz, Wikipedia in the Classroom

Wake Forest University February 2012
3. Publications:


F.B. Kinner & R.S. Young, (Manuscript in review). What statistics say (and don’t say) concerning students’ interest in the geosciences. Under review at *The Journal of Geoscience Education*.


L. Cruz. (2011-12) “The Art of Pairing”, “Salad Bowls and Salad Days” and “Project MountainRise” Editor’s introductions (approximately 3-5 pages each), *MountainRise: The International Journal of the Scholarship of Teaching and Learning* V. 7 issues 1, 2, and 3.

K. Brennan, L. Cruz, and F. Kinner. (Manuscript under review)“It’s a Family Affair: Graduate Student Development at Regional Comprehensive Universities” (co-author with Kathleen Brennan and Freya Kinner), manuscript under consideration at *International Journal of the Scholarship of Teaching and Learning*


4. Internal/Internally Reviewed Publications


F. B. Kinner, (2011). *Elwha Science Education Project: Formative evaluation, Summer 2010 results*. Western Carolina University, Cullowhee, NC.

5. **Editorial Work**

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

Editorial Reviewers:
- Journal of the Scholarship of Teaching and Learning
- Transformative Dialogues
- International Journal for Academic Development
- POD Network (conference proposal reviewers)
- Journal of Graduate Student Development
- IJELLO (Learning Objects) (Conference and manuscript reviewer)
- Studies in Graduate and Professional Student Development
- Journal of Online Learning & Teaching
- MountainRise

**D. Engagement**

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

1. **National/Regional Service**

Laura Cruz, HETL (Higher Education Teaching and Learning) Global Ambassador (appointed position)
Laura Cruz, Wikipedia Campus Ambassador/Multiple campuses
Laura Cruz, Nominations Committee Member (elected), FEEGI
Laura Cruz, Society for Netherlandic History Board Member/President (elected)
Laura Cruz, ISSOTL SIG (Special Interest Group), Undergraduate Research
Laura Cruz, POD SIG, Graduate Student Development
Robert Crow, SACSCOC, On-site Reaffirmation Committee Member, for University of Houston, Clear Lake, April 2012

2. **University Service**

   a. Search Committees
Search Committee, CFC Instructional Developer
Search Committee, CFC Instructional Trainer
Search Committee, CFC Faculty Research Support Specialist
Search Committee, CFC LMS Manager
Search Committee, IT ClassTIPS Manager
Search Committee, J.M. Robinson Distinguished Professor (CEAP)
Search Committee, Assistant Professor of Birth-Kindergarten Education
Search Committee (Resource), Associate CIO
Search Committee, IT Business Development Analyst

b. Curricular and Co-Curricular Committees
WCU Poverty Project Steering Committee
WCU Poverty Project Assessment Committee
EXTREMES Assessment Committee
EXTREMES Steering Committee
Issues in eBriefcase Committee
QEP Assessment Committee
Student Survey of Instruction - Technology Advisory Committee (SAI-TAC)
First Year Seminar – Faculty Conversation and Workshop Series
FACE Group for Learning Communities (LC²)
Academic Integrity Hearing Board
First Year Experience Cabinet (Assessment subcommittee)
SACSCOC 5th Year Review Steering Committee, editor for final report
Modern Foreign Languages/BA in World Languages, steering committee
Institutional Assessment Group
Microgrants Committee
WCU Red Zone Committee
QEP Advisory Board
Faculty Scholarship Advisory Board
Faculty Scholarship Celebration Steering Committee
Administrative Council
Committee Member, Arts & Sciences Teaching Award
College of Business Dean’s Scholarship Award Committee

c. IT Committees
IT Leadership Council
IT Academic Technology Advisory Committee
IT Intranet Steering Committee/Co-Chair
HHS Project, Training Subcommittee/Chair
IT Capacity Pilot Project
IT Stand-Up Committee
Dell Learning System Replacement Committee
Service Catalogue Project Committee (resource)
Mobile Strategy Project Committee (resource)
Browser Compatibility Committee
Global Problems Task Force
3. Student Credit Hours
As part of their role in teaching and learning, many members of the CFC staff provide active instruction to the campus.

a. Courses taught
Freya Kinner, Instructor, Spring 2012 – LEAD 294: Leadership, Research, and Social Change (10 students)
Laura Cruz, Instructor, Spring 2012-HIST 335: History of Capitalism (41 students)
Robert Crow, Instructor, Spring 2012-EDL-732, Leadership in eLearning & eTeaching (4 students)
Robert Crow, Instructor, Fall 2011-USI –130, The University Experience (22 students)
Sue Grider, Instructor, Fall 2011-USI- 130, The University Experience (24 students)
Freya Kinner, Instructor, Fall 2011 – EDRS 602: Methods of Research (11 students)

b. Thesis/Dissertation Service:
Reviewer – M.A. Portfolio, Lisa McClure
Consultant – M.A. Thesis, Nicole Jarosinski (English)
Committee Member—M.A. Thesis, Nicole Jarosinski (English)
Committee member—M.A. Thesis, Beverly Ellis (History)
Member, Dissertation Committee – Darrell McDowell, Ed.D. – Ed. Leadership
Member, Dissertation Committee – Steve Heulett, Ed.D. – Educational Leadership
Member, Dissertation Committee – Masafumi Takada, Ed.D. – Ed. Leadership
Member, Dissertation Committee – Teresa Worthy, Ed.D. – Educational Leadership
Member, Dissertation Committee-Heather Allen, Ed.D– Educational Leadership
Member, Dissertation Committee-Emily McCullough, Ed.D—Educational Leadership

c. Classroom presentations/guest lectures/visiting instruction
Guest lecturer, EDRS 895/PSY 323, John Habel (4 sessions)
Guest lecturer, ENG 350, Mimi Fenton
Guest lecturer, BLAW , Lorrie Willey (2 sessions)
Guest lecturer, EDCI 200, Jackie Smith
Guest lecturer, COMM 150/COMM 245, Jim Manning (4 sessions)
Guest lecturer, EDMG681-70/EDMG681-80/EDEL696-70, Bob Houghton
Guest lecturer, EDRS611/811, Mary Jean Herzog
Guest lecturer, MPTP 250, Arledge Armenaki (16 sessions)
Guest lecturer, ASP program. Janina DeHart (3 sessions)

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

- Southern Regional Faculty and Instructional Development Consortium – institutional membership
- AERA (American Educational Research Association)
5. Community Service

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

- **Cullowhee Valley School** – “Whee Garden” Club volunteer (20 hours)
- **Cullowhee Valley School** – Classroom volunteer (8 hours)
- **Haywood Christian Academy** – Guest teacher (8 hours)
- **Haywood Christian Academy** – Teaching and learning consultant (5 hours)
- **Waynesville Middle School** – Guest presenter (2 sessions/6 hours)
- **Fairview School** – Girl’s basketball coach (145 hours)
- **Unitarian Church (Franklin)** – Guest speaker (2 hours)
- **United Methodist Church (Waynesville)** – Visioning Committee Member (60 hours)
- **United Methodist Church (Waynesville)** – Hospitality Committee (24 hours)
- **Campaign for Southern Equality (Asheville)** – Board Member (24 hours)
- **Hazelwood Cub Scout Pack 306** – Den leader (200 hours)
- **Riverside Cove Camp** – Camp counselor (80 hours)
- **Webster Baptist Church** – Youth leader (150 hours)
- **Family Resource Center** – Crisis Volunteer (150 hours)
- **Cullowhee/Sylva Methodist Church** – Community Outreach Volunteer (150 hours)

This past year, the CFC staff engaged in 1,056 hours of service to our schools and community.

6. CFC in the News

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

- *Mountain Express*, UNITY Get Out the Vote
- *Western Carolinian*, CDTA Finalists
- *The Reporter*
  - New awards process
  - Last Lecture
  - Boyer Retreat
VI. CFC VISION for 2012-13

WCU’s strategic plan identifies “invest in our people” as a significant theme for the institution going forward. This includes the provision of innovative and effective professional development for faculty and staff, a charge that matches the mission and objectives of the CFC. Based on the planned implementation of the 2020 vision, the Coulter Faculty Commons has determined a draft slate of themes for exploration and implementation across the 2012-13 academic year.

A. Teaching and Learning Effectiveness
The heart of the CFC is the support and facilitation of teaching and learning effectiveness. This year, the instructional development team will be creating a support plan centered on the new criteria for teaching effectiveness in WCU’s CRD documents, developing assessment tools for faculty advisors, working to provide information and best practices for teaching large courses, looking at the use of undergraduate teaching assistants, and facilitating a campus-wide discussion on on-line course quality.

B. Blackboard Functionality
The 2012 campus-wide IT survey revealed a clear mandate for improvements in the overall functionality of the Blackboard learning environment. The LMS Advisory Board has drafted a prioritized list of desired functions and capabilities. This year, the LMS team, in cooperation with the new Academic Analyst, will work towards these improvements. This initiative will include Blackboard Mobile Learn, Blackboard building blocks, an archive/purge process, the streamlining of the external users process, persistent issues of ownership and access, and other related topics.

C. The World of Publishing
In response to growing demand from faculty, the CFC will partner with the Hunter Library to provide a number of opportunities for learning more about the dynamic world of publishing. This will include workshops, webinars, and discussions on author rights, quality standards, e-Publishing tools, and non-traditional scholarship. It will also include the creation of several writing for publication FACE groups and the publication of a minimum of three CFC ePublications, for distribution to campus and beyond.

D. Digital Media Capabilities
Last year, the CFC completed a campus-wide Digital Media Needs Assessment. This year, the digital media team will create a plan for implementing the recommendations spelled out
in that plan. This will include the creation of a five-year capability roadmap, a plan for infrastructure improvements, and a comprehensive view of integration of digital media hosting, support, and development. In addition, the digital media team will lead and host a regional Digital Media festival in Spring of 2012 to highlight and celebrate the innovative use of digital media on this campus.

E. Alternative Forms of Delivery
As we at the CFC have known for a while, workshop models for providing professional development seem to largely have fallen by the wayside—not just at WCU but nationally as well. This year, the CFC is exploring alternative forms of delivery for meeting the professional development needs of our campus. We are looking to expand our FACE and CFCEXpress programs, create and disseminate a series of webinars, develop a classroom speakers’ bureau, and expand our Lighthouse project (online active learning resource repository).

F. Frontiers
The CFC is specifically charged with bringing innovation to WCU’s campus. This year, we have identified three up-and-coming trends to watch in higher education. We will look at providing resources and information on contemplative pedagogy, writing across the curriculum, gamification, and theories of motivation.