

Oakland University Faculty Handbook

2022-2023 Important Information at a Glance
Created by the Center for Excellence in Teaching and Learning



Updated June 27, 2022

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The Center for Excellence in Teaching and Learning organized and designed the content included in this faculty handbook. While CETL strives for accuracy of information, OU's individual offices and departments are ultimately responsible for the accuracy of information they contribute to the handbook. Concerns about information offered or data reported should be directed to the appropriate office. If you need assistance contacting the appropriate office, please email us at cetl@oakland.edu or call (248) 370-2751.

Message from the University President

Message for New Faculty



Welcome to Oakland University.

We are grateful that you chose Oakland as the landing place for the next chapter of your career.

As a member of our faculty, please know that we believe in you, your promising career and will do everything we can to support you. Indeed, you join a talented community of teachers, scholars, and researchers whose work and integrity form the backbone of our proud university campus.

A hallmark of the “OU experience” is that there are many opportunities to get to know personally our faculty, students and staff. Connecting with each other is vital as we fulfill our mission to “make discoveries and disseminate new knowledge that are central to sustaining a diverse and inclusive community that impacts Michigan and the world through education, research, scholarship, and creative activity.”

Working together, we will transform the possibilities of our students’ prospects as we prepare them to succeed academically and professionally. And working together, we will advocate for the power of knowledge, respect and civility to foster a more humane world.

On behalf of the Oakland University community, we appreciate your decision to join us. I look forward to getting to know you in the days ahead.

A handwritten signature in cursive script that reads "Ora Hirsch Pescovitz".

Ora Hirsch Pescovitz, M.D.
Oakland University, President

Message from the Senior Vice President for Academic Affairs and Provost



Greetings,

I am pleased to welcome such an accomplished group of new faculty members to Oakland University. You are joining us at a very exciting time – a time when we are looking beyond the tremendous challenges of the last two years and strategically focusing our efforts on advancing our institutional mission.

This mission has both evolved and broadened since we welcomed our first class of students more than 60 years ago, but has not veered from its original vision of providing exemplary educational opportunities to people from all walks of life. We are proud of the programs we offer to enable our students to become knowledgeable and creative thinkers, as well as adaptable and prepared to meet the needs of our region, state, and nation.

We are equally proud of faculty and student accomplishments that advance the frontiers of knowledge. As a Carnegie doctoral research institution, Oakland University achieves national and international recognition for professional contributions to the body of academic literature, culture, industry and society as a whole.

The University also offers students, faculty, staff and alumni special opportunities to connect with surrounding communities and industries that allow us to expand the impact of our academic environment far beyond classroom walls.

In an age when the global community is diversely represented in so many of the world's local communities, most certainly including our own, Oakland continues to nurture an academic and service environment in which the aspirations, commitments and challenges of all people are linked by a common and often collaborative pursuit of knowledge and understanding.

Please know that the university community strives to support and celebrate faculty efforts to share their expertise, expand knowledge and inspire students to embrace lifelong learning and vocational success.

As Oakland's new faculty class of 2022-23, I am confident that you will help maintain an honored tradition of excellence by helping to further enrich the university's academic environment. I believe it will soon become evident that your colleagues here are anxious to support your success throughout classrooms and laboratories, as well as in communities and beyond.

Once again, welcome to the Oakland University community. I look forward to working with you and wish you all the best in your career endeavors.

A handwritten signature in black ink, appearing to read "Britt Rios-Ellis".

Britt Rios- Ellis

Why This Handbook?

Welcome to our new faculty and to our continuing faculty and staff. While this handbook was initially developed to introduce new faculty to OU, we have learned that seasoned faculty also find this resource extremely helpful to navigate their way through all the resources and services that OU has to offer.

OU's website provides all the information and links to help faculty and staff navigate their campus experience. In fact, all the information in this handbook can be found on the website. We pride ourselves in promoting a state of the art website and reducing our carbon footprint by limiting the amount of paper we print. Yet, we also strive to listen to and meet the needs of our faculty who have expressed the desire for a hard copy of basic information and instructions that they can keep in one place and refer to on an ongoing basis. So here it is. We hope it helps you as you learn about teaching, research, service, and inclusion at Oakland. This interactive electronic handbook is available on our website (oakland.edu/cetl). We encourage you all to save it as a "favorite" so that you can easily refer to any information or resources quickly and efficiently.

Once again, on behalf of OU and CETL, we wish a warm welcome to our new faculty and welcome back our continuing faculty, staff and students.

All the best,

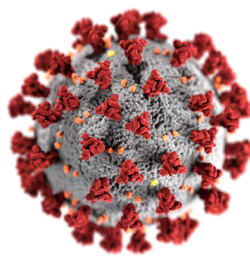
Christina Moore, Ph.D
Center for Excellence in Teaching and Learning (CETL)
cmamoore@oakland.edu
248-370-2499

For more [New Faculty resources](#), including [Faculty Orientation Online](#) and this handbook, visit oakland.edu/cetl/new-faculty

Getting Started Guide - New Faculty

We want you to be set-to-go prior to the beginning of the semester.

1. **Set up benefits with UHR.** Benefit orientations are currently being completed one-on-one. Sign up for [Benefits Training and Election](#) as soon as possible. If you have questions or concerns please contact the Benefits office at benefits@oakland.edu.
2. **Ensure that all of your paperwork with Human Resources is complete.** Visit UHR's [New Employee Responsibilities](#) page to review available information.
3. **Get your Grizzly ID number and your email address** from your hiring department. Visit the following link to view the solution for the [Get Connected Technology Guide](#). This will give you instructions on how to get your OU email address.
4. **Register Your NET ID and ADMNET Credentials.** This information will allow you to log into your OU accounts such as email, SAIL (the registration and employee management site), and access to classroom and university computers. Once you get a Grizzly ID number and your email address from your department, click here to [register your NET ID](#). Once your NetID account is created, your ADMNET account will be automatically created. Please [set and sync your accounts and passwords](#). Your department will inform you if you need Banner access, which requires a [Banner access form](#) with supervisor and data steward approval.
5. **Pick up your Oakland ID Faculty/Spirit Card** from the [ID Card Office](#) which is located in 129 Oakland Center. In order to receive your ID card you must have the following: Photo ID (driver's license or passport), Grizzly ID number, Proof of employment, Letter of Offer – or – pre-notification letter from Academic HR – or – from individual hiring department.
6. **Obtain necessary room keys.** Make arrangements through your department to obtain keys (building, filing, desk, etc.). A General Purpose Classroom (Z4) key opens the door to all General Purpose Classrooms (except for Hillcrest Hall). Access to Hillcrest Hall's General Purpose Classrooms is via swipe card access using your GrizzCard. To obtain a Z4 key or setup swipe card access, please contact [Classroom Support](#).
7. **Submit your headshot and bio.** If you do not have a current photo you can [schedule to get your headshot done with UCM](#) (contact your department to find out your account manager).



Toward Post-COVID-19 Teaching

Oakland University will be offering more face-to-face classes than last year, increasing services and campus events. The [COVID-19 Campus Information webpage](#) provides the most up-to-date information related to OU's policies and approaches. For questions related to course format, contact your department chair, program director, or dean.

"[Toward Post-COVID Teaching](#)" describes a flexible, inclusive mindset to teaching, acknowledging that while we welcome improving pandemic conditions, the pandemic will have lingering negative impacts on learning. The [Center for Excellence in Teaching and Learning \(CETL\)](#) provides these recommendations:

- **Confirm the course format as listed in the online registration system and be prepared to teach the course in this format.** In [SAIL \(course registration system and information portal\)](#), view how your courses are listed and confirm with your department chair what this course format means. Make sure this course format is listed and explained in the [syllabus](#) as well to clearly communicate expectations and support.
- **Consider how to use technology available in the classroom.** [Classroom Support has a list of technology and software programs available in all general purpose classrooms](#). Consider which programs will be helpful for you and students in learning together, plus creating asynchronous resources or online attendance options.
- **Be prepared with an online teaching plan** should face-to-face courses have to be remote for a short or long period of time. e-Learning and Instructional Support (e-LIS) offers many learning opportunities that not only prepare faculty for uncertainty, but also ways to use Moodle to support learning in any course format. Highlights include their [Self-paced Online Teaching Workshop](#), [Faculty Guide to Online Teaching](#), and [One-on-One Appointments](#) with instructional designers, but many other workshops and resources are offered on [e-LIS' website](#).
- **Provide as much flexibility as possible.** Even while pandemic conditions are generally improving, many students continue to experience pandemic-related challenges related to physical and mental health, and these challenges can increase at any point. Whenever possible, allow students multiple options on how to engage with the course and meet learning outcomes, a principle that is a major tenet of [universal design for learning](#) and [inclusive practices](#). Whenever possible, record your sessions and post them on Moodle for students who are unable to attend class, or provide asynchronous alternatives that meet that session's learning objectives (e.g. instructional video, activity). (Some general purpose classrooms are now equipped with advanced technology to enable lecture capture.) Posting the recordings and additional learning materials has the added benefit of providing an excellent resource for students preparing for in class and final exams.



Oakland University
Police Department

Emergency Notification System

Register online at the [Oakland University Police Department Alerts website](http://oupolice.com) (oupolice.com).

OU Emergency Phone Number: Call (248) 370-3331 from your cell; Dial 911 from a campus phone

Oakland University maintains a text messaging alert system as part of its Comprehensive Emergency Communications Plan to notify students, faculty and staff as quickly as possible if an emergency situation occurs on campus, if the university has been closed or if there is a campus-wide cancellation of classes. The text message alert system will provide information as a text message and/or voice message in these situations.

Participation is completely voluntary. The text message alert system will be used in the event of a bona fide emergency, university closure or campus-wide cancellation of classes. The text message alert system is independent of other campus databases, therefore contact information you provide here will not be shared with any other campus office, or vice versa. It is your responsibility to return to this page to update your contact information should it change.

Emergency Preparedness Recommendations

Visit the Emergency Preparedness website for full details on OU's plans for handling campus crises on [OUPD's Emergency Management website](#), including weather safety, medical emergencies, accidents and other threats. The OUPD also offers a [Sample Syllabus Statement](#) with good-to-know information for faculty and students such as the emergency notification system explained above and:

- **Cell Phone use.** Ensure at least one cell phone is on to receive emergency notifications.
- **Save OUPD number** in an easy-to-find spot in your phone contacts: (248) 370-3331
- **Review classroom's red books** (hanging on the wall) for emergency protocol (e.g. evacuation, lockdown).
- **Discuss as a class what to do in an emergency** (evacuation, lockdown, snow emergency).

The OUPD also has a [Run Hide Fight 7-minute video](#) on what to do in an active shooter situation on campus. (URL: oupolice.com/em/activeshooter/)

Fill out the [Emergency Resources Information Handout](#) to carry with you in an emergency.

Student in Trouble? To help students encountering any array of troubling situations related to emotional or physical well-being, contact the OUPD or see other [options for emotional and behavioral support on and off campus](#).

Academic Calendar: 2022-2023

For more dates, visit the [Registrar's Calendars page](#).

Fall 2022 Calendar (September 1–December 13)

| | |
|----------------------------|---|
| Classes Begin | 7:30 a.m., Thursday, September 1 (BEFORE LABOR DAY) |
| Labor Day | Monday, September 5 |
| Classes Resume | Tuesday, September 6 |
| Fall Break Begins | 10 p.m., Thursday, October 20 |
| Classes Resume | 7:30 a.m., Monday, October 24 |
| Thanksgiving Recess Begins | 10 p.m., Wednesday, November 23 |
| Classes Resume | 7:30 a.m., Monday, November 28 |
| Classes End | 10 p.m., Monday, December 5 |
| Study Day | Tuesday, December 6 |
| Final Exams | Wednesday, December 7 – Tuesday, December 13 |
| Fall Commencement | Friday, December 16 |
| Grades due | 10 a.m., Friday, December 16 |

Winter 2023 Calendar (January 5 - April 26)

| | |
|--|--|
| Classes Begin | Thursday, January 5 |
| Martin Luther King, Jr. Day - No Classes | Monday, January 16 |
| Classes Resume | 7:30 a.m., Tuesday, January 17 |
| Winter recess Begins | 10 p.m., Saturday, February 25 |
| Classes Resume | 7:30 a.m., Monday, March 6 |
| Classes End | 10 p.m., Tuesday, April 18 |
| Study Day | Wednesday, April 19 |
| Final Exams | Thursday, April 20 – Wednesday, April 26 |
| Spring Commencement | Thursday, April 27 - Saturday, April 29 |
| Grades due | 10 a.m., Monday, May 1 |

OU Course Catalog

[Catalog Online](http://catalog.oakland.edu) at catalog.oakland.edu



Oakland University online course catalog ensures faculty and students can easily access the most updated course information and reduces printing waste. The catalog's website offers many ways to browse the catalog.

Class Formats and Course Scheduling Policies

Course details, including the schedule type, are displayed when a course section is created in Banner schedule. The three schedule types that relate to online learning are as follows. For more information on these class formats, visit the [Course Scheduling Policies page](http://oakland.edu/elis). *Page at oakland.edu/elis.*

- **ON - Fully Online**
All instruction is delivered online (Course is 100% online). Effective Fall 2016 semester.
- **N - Primarily Online**
Up to 3 face-to-face meetings may be required. Remaining course meetings are delivered online. (Course is 75%-99% more online).
- **LW - Course Partially Online**
Course is 10%-74% online.

Time Commitment to and Expectations for Courses

The OU Student Catalog states that the standard Oakland University course is a 4-credit hour course, which is scheduled for 200 minutes per week of class contact time, or “seat time,” engaged with the material (50 minutes per credit hour). In addition to this contact time, a 4-credit hour course requires a minimum of eight hours of out-of-class work (two hours per credit hour) per week for a 15-week semester. Standards for “seat time” and additional work time apply to partially and fully online courses as well. See the [Course and Credit System section of the OU Course Catalog](#).

Course Renumbering

Effective Fall 2017, all undergraduate and graduate courses at Oakland University were renumbered from 3 digits to 4 digits. For example, WRT 160 is now WRT 1060. Most subject codes will remain the same, but the new four-digit course numbers may in some cases be similar to the previous three-digit course numbers and in other cases be different because academic departments have resequenced their course numbers. The [Course Renumbering Guide](#) is a searchable document to see how the course numbers have changed.

Textbooks, Course Materials, and the OU Bookstore

Barnes & Noble at Oakland University | Oakland Center Room 91 | (248) 370-2404

Email us at textbook@oakland.edu. Shop us at <https://oakland.bncollege.com>

Timeliness of Submission

The 2008 federal Higher Education Opportunity Act (HEOA)-required information will be most useful to students if they have access to it early in their own course-selection effort. For example, the Bookstore has access to more used textbooks the earlier that instructors submit their textbook information. For that reason, the University has established due dates for instructors to submit course material information to the Bookstore:

- Fall Semester: on or before May 1
- Winter Semester: on or before October 30
- Summer Semester: on or before February 15

OU Materials Submission Procedure

OU has adopted the following procedures to comply with HEOA's requirements and to supply students with the information they need to obtain course materials at the lowest cost possible. All instructors who are teaching courses shall register their required and recommended materials on the University Bookstore website by providing the Bookstore textbook (title, author, ISBN) and supply information that HEOA requires to be disclosed to students.

Instructors who use no required or recommended textbooks or supplies in a course **must still notify the University Bookstore** that no course materials are being used, and you may do so with only a couple clicks in the Adoptions and Insight Portal; see below.

Required and recommended course materials information should be communicated to the University Bookstore through the [Adoptions and Insight Portal on Moodle](#). The link to the portal is at the bottom of the Faculty menu, select the "AIP Textbook Adoption", no need to sign in once you are already logged into Moodle. In the case of cross-listed courses, course material information must be provided for each subject area and course number; cross-listing information may be entered into a "notes" field prior to submitting (in lieu of entering a separate submission for each section).

The University Bookstore website will retain the HEOA-required information submitted by instructors. A corresponding link to the University Bookstore website will appear on students' My Sail page. By following the link to the [University Bookstore website](#), students interested in the course will gain access to the information.

Instructors following this procedure will enable students to find the best price for course materials among multiple vendors. In keeping with this objective, instructors should not tell students where they must purchase/rent their course materials.

Higher Education Opportunity Act (HEOA)

Rising textbook costs have become an increasing concern for students, forcing many to look for ways to alleviate costs by renting textbooks, buying less expensive digital texts, borrowing textbooks from the library, or skipping on the purchase of some textbooks. The 2008 federal Higher Education Opportunity Act (HEOA) provides at least a partial solution to this financial concern by requiring institutions of higher education to provide greater transparency of textbook pricing information. Specifically, this federal law requires an institution of higher education receiving federal financial assistance to post verified textbook pricing and other information for both required and recommended textbooks and supplies for each class.

Saving Money at the Oakland University Bookstore

| PRICE MATCH DETAILS | |
|--|---|
| <p>We Price Match:</p> <ul style="list-style-type: none"> ● Amazon.com and bn.com ● The exact textbook - same edition, format and rental term, with all accompanying materials ● One copy, per title, per customer ● In stock titles on competitor’s website or in their store ● New, used and used rentals | <p>We Can’t Match:</p> <ul style="list-style-type: none"> ● Digital textbooks and access codes ● Special orders ● New rentals ● Peer-to-peer pricing ● Online marketplaces |

Other ways to help students save...

- **Adopt Early:** Used books offer the most savings for students. When you order early, we can shop available used book inventory from wholesalers, textbook buyback, and rental returns. Late orders mean there is less or possibly no available used inventory
- **Choose a book that is available to rent:** When adopting your book(s) through [Adoptions and Insight Portal on Moodle](#) you can see if it is available to rent which can save students up to 80%!
- **Consider Unbundling:** If you are adopting a textbook with an access code but you aren’t requiring students to use the access code in class, adopt the textbook and access code separately. The Bookstore can list the access code as “recommended” and, in many cases, the textbook alone would be eligible to rent or buy used
- **Consider Custom:** If you are only using portions of a textbook or multiple chapters from different textbooks, reach out to the Bookstore staff. We can work with you to create a custom option that will save students money.
- **Choose a book that has a digital option available:** When adopting your book(s) through [Adoptions and Insight Portal on Moodle](#), you can see if it is available digitally which can save students up to 60%!
- **Consider [BNC OER+ by LoudCloud](#):** It utilizes OER plus original content that is curated by subject matter experts and combines the complete eText with a full range of ancillary materials. Instructors

can edit, add and delete content, including the course learning path. They can also utilize LoudCloud Courseware as is. Powered with analytics, the platform also provides integrated insights, enabling both students and instructors to monitor performance and improve learning outcomes.

Open Education Resources (OER) and Open Textbooks

[Affordable Course Materials Initiative at Oakland University](#)

Studies have shown the number one reason that students drop out of university is finances. Furthermore, many students drop out for shortfalls as little as \$1,000. Three or four expensive books can quickly add up to \$1,000 in one semester alone. To address the diversity of financial backgrounds among our students and to create an equal and level playing field for everyone, OU launched a campus Affordable Course Materials Initiative (ACMI) in early 2019. A team of faculty and staff are working to encourage faculty members to use quality, affordable textbook alternatives. Open Educational Resources (OER) are free, openly licensed materials that can be used for teaching, learning and research. OER include open textbooks, full courses, course materials, or techniques used to support access to knowledge. Open textbooks are free, high-quality peer-reviewed books available in a growing number of disciplines. To learn more visit the [Open Educational Resource for Faculty](#) guide.

Five Things You Can Do

1. When possible, use open textbooks, library materials or free or low-cost substitutes for high priced textbooks.
2. Ensure the textbooks & materials required on the syllabus are necessary for success in the course.
3. Investigate options for getting the best selection of textbook prices.
4. Communicate your choices early to the OU Bookstore to ensure availability of all formats and price ranges.
5. Inform your students about selections and purchasing options.

Low-cost & No-cost Course Markings in Banner

Faculty who use low-cost and no-cost course materials can now have their courses marked in the Banner registration system allowing student to search for low-cost and now-cost sections. [Review the guidelines](#) and simply complete the [Course Marking form](#).

Faculty Support for Course Conversion

Do you want help transition your course to a no-cost or low-cost course? Have you investigated OER and open textbooks, or considered using library materials? Visit [ACMI website](#) or contact: Julia Rodriguez, juliar@oakland.edu with questions or for assistance.

Grading System

In Fall 2018, the letter grade system took effect for all OU courses. The 4.0 scale was previously used. The basic grading system conversion, as offered by the Office of the Registrar.

| Grade | Honor Points | Percent Example* |
|-------|--------------|------------------|
| A | 4.0 | 93-100 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1.0 | 65-66 |
| F | 0.0 | Below 65 |

****This is only an example; please confirm with your department on the grading scale.***

Please consult your own department for grading criteria, as some units have specific guidelines. Most frequently, a “C” is the minimum grade to be successful in an undergraduate course; and a “B” is the minimum for a graduate level course, although some specific courses may require higher grades to be considered successful. Some courses or programs may have a conversion table from alpha grades to percentages, in other cases it is up to each faculty member to create a grading scheme.

The first two weeks of a full semester (one week in summer I and II and variable for other parts of term) are a no record period for dropping and adding courses. ("No-record" means that there will be no transcript notation showing enrollment in the course.) See [Academic Calendar section](#).

The meanings of other alpha grades are as follows:


- **W (Withdrawn) grade** is assigned by the registrar if a student withdraws officially from a course between the end of the no-record period and the ninth week of 14-week courses (the fifth week of seven-week courses, and variable for other parts of term).
- **I (Incomplete) grade** is temporary and may be given only by student request and instructor consent and only after the cut-off date for use of the W grade. It is used in the case of severe hardship beyond the control of a student that prevents completion of course requirements. Student work to remove an I grade for credit courses and faculty submission of the grade must be completed within one year from the faculty grade submission deadline for the appropriate semester. I grades after the one year deadline shall be changed to a grade of F for undergraduate students. A student who wishes to receive an Incomplete (I) grade in a course must contact their instructor by the day of the scheduled final examination. If an instructor agrees to an Incomplete, they will enter an I as the grade and set a schedule to finish the term's work. The rules described above do not apply to degree candidates. Graduating students requesting Incomplete grades in the final semester should contact the degree auditor immediately.
- **The P (Progress) grade** is temporary and may be given only in a course that, by design, cannot be completed in one semester or session. Prior approval must be obtained from the dean of the appropriate school or college to assign P grades in a particular course. The P grade is only given for course work that is satisfactory in every respect. P grades must be removed within two calendar years from the date of assignment. If this is not done, the P will be changed to an F.
- **The S (Satisfactory) grade** implies a grade of C or better in certain selected courses in which S/U grading is used exclusively; such courses must be approved by the appropriate committee on instruction. Under circumstances presented below, students may elect as an option to take an alpha graded course on an S/U basis.
- **The U (Unsatisfactory) grade** is given in selected courses approved for S/U grading and implies a non-passing grade of C- or less. It also denotes unsatisfactory work in an alpha graded course elected by a student on an S/U basis.
- **R is a temporary grade** assigned by the registrar in the absence of a grade from the instructor.
- **Z is assigned upon registration for an audited course.** The student's declaration of intention to audit and instructor permission are both required, and it is understood that no credit for the course is intended to be earned that term.

S/U grading option

Undergraduates who have completed at least 28 credit hours toward graduation may elect to take up to 8 credits at OU on an S/U grading basis, assuming the following conditions:

- These credits may be counted only as elective credits. They may not be used to satisfy general education requirements (including college or school exploratory requirements), the student's major or minor course requirements or prerequisites, or any courses designated "No S/U".
- Any courses that are designated S/U in the catalog will not count toward the limit of 8 S/U grading option credits per student. Courses where the S/U grading system is used to grade all students in the course can be used to satisfy any applicable academic requirement.
- The student must elect the S/U option by the end of the late registration period by filing the appropriate form on the [Registrar's website](#). Instructors will assign an alpha grade to all enrolled students who selected this option. A grade of C or higher will be given an S and alpha grades of C- or less will be given a U. An S or a U will appear on the student's official grade report and transcript.
- Neither the S nor the U grade will be included in the student's grade point average.
- If a course is repeated, it must be repeated on the same grading basis as the first attempt.
- Some sections are only taught S/U and faculty must assign the S or U grade at the time of grading.

Exam Policy



Faculty members are prohibited from giving in-class or online examinations or tests that are in-lieu of final examinations during the last 7 calendar days prior to the start of the final examination period of any fall or winter semester, the last 3 calendar days of any seven-week session, and an appropriately adjusted number of days for other parts-of-term. This policy also covers quizzes, if the particular quiz accounts for more than 10% of the course grade. Homework assignments, term projects, presentations, laboratory exams or reports, and short quizzes (quizzes worth less than or equal to 10% of the course grade) are not covered by this policy. Violation of this policy will be first referred to the Dean of the academic unit that offers the course. A student may contact the Academic Affairs Office if the issue is not resolved by the academic unit. Faculty members are urged to keep heavy end-of-term student workload in mind when assigning short quizzes or other tests during the periods noted above.

More information concerning final exams and grading on the [Registrar's Faculty/Staff Resources Intranet page](#). (URL: <https://intranet.oakland.edu/registrar/index.html>)

Academic Integrity at OU

At Oakland University, we not only seek to uphold high standards of academic integrity by adhering to the Academic Conduct Policy, but also by contextualizing academic integrity based on our disciplines, learning expectations, learning outcomes, and cultural backgrounds. In that vein, consider these recommendations:

- **Include academic integrity expectations in the syllabus.** This could include putting the whole Academic Conduct Policy (below and on the Dean of Students website) in the syllabus, or by including a condensed version that touches on the main points and links out to the full policy. Find examples of both on the [OU Syllabus Resources page](#).
- **Require students to complete [Academic Integrity in Research & Writing micro-course](#)** (also called the Plagiarism Tutorial). This self-paced online 1- to 2-hour module walks students through the basics of citing sources and actively engages students in how to appropriately use sources in research and writing. (Note: An updated version of these modules will be launched Fall 2021.)
- **Save current list of [Academic Integrity, Plagiarism and Cheating Teaching Resources](#).** This brief list provides a range of resources on how to prevent and manage academic integrity issues, from quick-to-implement teaching tips to podcast episodes and books.

Academic Conduct Policy

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

1. **Cheating on examinations.** This includes using online services to verify work on tutoring services; using paid services to complete assignments; posting and/or viewing on sites such as but not limited to Chegg, Course Hero, Photomath, Discord, etc.; using materials such as books and/or notes when not authorized by the instructor; copying from someone else's paper; helping someone else copy work; substituting another's work as one's own; theft of exam copies; falsifying data or submitting data not based on the student's own work on assignments or lab reports; or other forms of misconduct on exams.
2. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; students who do this are, in effect, claiming credit for someone else's thinking. Whether students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student's own words). Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.

3. **Cheating on lab reports** by falsifying data or submitting data not based on the student's own work.
4. **Falsifying records** or providing misinformation regarding one's credentials.
5. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.
6. **Resubmission of original work.** Unless they specifically indicate otherwise, instructors expect individual, unaided work on homework assignments, exams, lab reports and computer exercises, and documentation of sources when used. If instructors assign a special project other than or in addition to exams, such as a research paper, or original essay or a book review, they intend that work to be completed for that course only. Students must not submit work completed for a course taken in the past or for a concurrent course unless they have explicit permission to do so from both faculty members.

Instructors are expected to maintain the following standards in the context of academic conduct:

1. To inform and instruct students about the procedures and standards of research and documentation required to complete work in a particular course or in the context of a particular discipline;
2. To take practical steps to prevent and detect cheating;
3. To report suspected academic misconduct to the Assistant Dean of Students (Oakland Center, Suite 150) for consideration by the Academic Conduct Committee of the University Senate;
4. To present evidence of plagiarism, cheating on exams or lab reports, falsification of records or other forms of academic conduct before the Academic Conduct Committee.

If students believe that practices by the instructor are conducive to cheating, they may convey this message to the instructor, to the chairperson of the department, or to any member of the student/faculty Academic Conduct Committee (either directly or through the Office of the Dean of Students).

All allegations of Academic Misconduct should be submitted to the Dean of Students office in a timely manner. This is especially important at the end of the semester. At the end of the semester, allegations need to be turned in to the Dean of Students office within 48 hours of when grades are due for the course. Incidents are sent to the Dean of Students office by submitting the pertinent reporting form [Report an Incident - Faculty and Staff Resources - Dean of Students - Oakland University](#). Finally, when submitting an allegation at the end of the semester, a grade of "I" should be recorded for the student until a final determination of responsibility has been made. Once the disciplinary procedure ends, faculty members are responsible for changing the "I" grade to the pertinent grade in a timely manner by following the procedure outlined by the Registrar's office.

If academic misconduct is determined by the Academic Conduct Committee, the committee assesses penalties ranging from disciplinary reprimand to probation, suspension or expulsion (dismissal) from the university. The academic consequence is determined and imposed by the faculty member in both, administrative and Academic Conduct Committee hearings once the university consequence is communicated by the Academic Conduct Committee/Academic Conduct Committee Chair. Additionally,

withdraw grades may be changed to the appropriate letter grade. All confidential conduct records are maintained in the Office of the Dean of Students.

Behavior Concerns

Academic Behavior Concerns

Setting Classroom Expectations: Your students will not always have the same expectations as you when it comes to what is acceptable and what is not acceptable classroom behavior. Therefore, it is always a good idea to make sure your syllabus includes specific language about what is and what is not acceptable classroom behavior. It is also a good idea to go over this section during the first class meeting.

Each academic unit has developed its own internal procedure for resolving complaints about classroom situations and will provide a copy upon request. Generally, a student must **first contact the instructor**. If the problem is not resolved between the instructor and the student, the student **then contacts the department chair**. The department chair may then hear the facts of the case or refer it to an internal unit committee. If the problem is not resolved at this step, the student may **then contact the dean of the college or school** to continue the problem resolution process. In the case of graduate students, the school or college dean shall consult with the Dean of Graduate Study. For cases involving grade disputes and classroom procedures but not involving discrimination, harassment or illegal behavior, the process stops at the dean level.

An instructor's responsibilities include, but are not limited to the following:

1. The instructor should hold classes and examinations when and where officially scheduled.
2. Each instructor should be available in his or her office for student consultation for a reasonable number of hours each week and make these hours known.
3. The instructor should be available in his or her office for student consultation for a reasonable number of hours each week and make these hours known.
4. The instructor should ensure that the content of the course he/she teaches is consistent with the course description in the university catalog.
5. The instructor should adhere to university policies concerning students' rights.
6. The instructor should attend the meetings as required by the procedures of the unit concerning student grievances.

A student's responsibilities include, but are not restricted to, the following:

1. The student must know and adhere to the instructor's policies concerning attendance, tests, papers and class participation.
2. The student must direct academic complaints about a class through the channels explained above.
3. Upon the request of his or her instructor, the student should consult with the instructor at a mutually convenient time.
4. The student should attend the meetings as required by the unit grievance procedures.

In the above process, a student may discuss the problem with the instructor. However, it is beneficial for the student to write out the concerns and state the suggested resolution to the problem. The complaint should be supported with facts. If the problem is not resolved at the instructor level and advances to the department chair, students must document their concerns to assist the chair or the unit committee to understand the problem.

Non-Academic Behavior Concerns

Disruptive behaviors are frequent interferences with the classroom environment, disrespectful, intimidating or harassing behavior, excessive and unreasonable demands. Frequent disruptive behaviors should be reported via the pertinent form at [Report an Incident - Faculty and Staff Resources - Dean of Students - Oakland University](#). When extreme issues arise that pose a physical threat, call the OU Police Department immediately at (248) 370-3331.

| Disruptive Issues | Extreme Issues |
|---|--|
| <ul style="list-style-type: none"> ● Unreasonable demands for time and attention both in and outside of the classroom ● Monopolizing classroom discussion ● Use of cellular phones ● Talking when the instructor is speaking ● Lack of attention (sleeping or reading newspaper during class) ● Arriving late or leaving early ● Coming to class unprepared to participate ● Use of profanity or disparaging language | <ul style="list-style-type: none"> ● Intoxication ● Verbal abuse ● Threats ● Physical violence ● Harassment |

There are some simple methods to reduce the occurrence of this kind of behavior:

- Attempt to speak with the student in private - address the behavior and never the student
- Outline and discuss what is acceptable behavior and what is not
- Limit the topic of discussion to matters that are relevant to the class

Whom to Call with Different Behavior Concerns

When in doubt, call the OUPD at 248-370-3331

| | |
|---|--|
| In a case of ACADEMIC BEHAVIOR CONCERNS, consult your department chair and/or dean | <ul style="list-style-type: none"> ● Continually ignoring instructor policies ● Grade grievances |
| In a case of NON-THREATENING BEHAVIOR CONCERNS and ACADEMIC MISCONDUCT, consult the Dean of Students (248-370-3352). | <ul style="list-style-type: none"> ● Unreasonable demands for time and attention ● Disrespect toward instructor and fellow students ● Cheating and plagiarism |
| In a case of NON-EMERGENCY, TROUBLING BEHAVIOR CONCERNS, consult Dean of Students (248-370-3352). | <ul style="list-style-type: none"> ● Bizarre behavior that makes students and the instructor uneasy ● Behavior that indicates suicidal ideation |
| In a case of EMERGENCY, THREATENING BEHAVIOR CONCERNS, call OUPD (248-370-3331) | <ul style="list-style-type: none"> ● Verbal abuse/threats ● Harassment ● Physical violence ● Destruction of property |

Oakland University Assessment and Care Team (ACT)

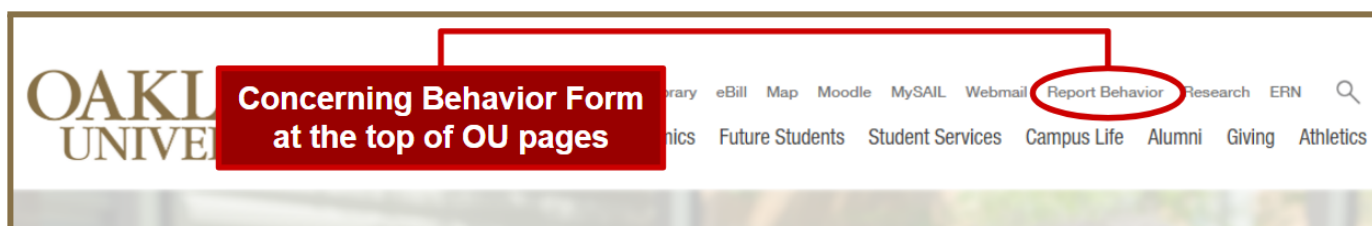
The mission of the Oakland University Grizzlies CARE Team is to provide a safe, caring and productive learning, living, and working environment for all members of the University community.

Our focus is care, concern and accountability for students, faculty, and staff members who may be in distress or exhibiting worrisome behaviors. Our multidisciplinary team is comprised of members from the Dean of Students Office, faculty, Academic Affairs, OU Counseling Center, University Housing, and the OU Police Department.

You are also an important member of the team. Your reports allow the team to reach out to individuals and provide appropriate intervention and support. With your help, the team is better able to keep the campus a safe environment in which students, faculty and staff may live, study and work.

As always, in an emergency please reach out to the Oakland University Police Department immediately by dialing 911 from any campus phone or by dialing (248) 370-3331 from a cell phone.

If you notice an OU staff, student, or faculty member who may be in distress or is exhibiting concerning behavior, please submit a [Concerning Behavior Report](#).



FERPA Guide for Faculty

FERPA stands for the Family Educational Rights & Privacy Act of 1974. This act has several provisions that protect a student's information:

- Allowing students to inspect their own education records
- Prohibiting the disclosure of personally identifiable information without written permission from the student
- Prohibiting the inspection of student records without written permission from the student

Education records are directly related to a student and maintained by an educational agency or institution or a third party acting on their behalf. They do not include your private notes that are not accessible by others and not stored in the student records. Only faculty, administrators and staff can have access to these records on a need-to-know basis.

To ensure you are in compliance with FERPA guidelines, please follow these guidelines:

- Do not have discussions regarding student progress with anyone other than the student without the student's consent (including parents or guardians).
- Obtain written authorization from students when using educational information in letters of recommendation. This includes GPA, class standing, or class grade.
- Lock file cabinets and offices where student records are kept.
- Refrain from posting student grades by name, Grizzly ID number or any other personally identifiable number. Instead, instructors may create unique identifiers; however, the posting order must not be alphabetic.
- Do not leave graded papers unattended with student names or Grizzly ID numbers on classroom desks or tables in open view or for students to collect themselves. Students will be able to see each other's grades.
- Discard any records that contain personally identifiable student education information.
- Do not circulate class lists that include student name, Grizzly ID number or grades as an attendance roster.

Learning Technology

As faculty use technology to facilitate learning and foster peer collaboration, consider whether your use of technology follows FERPA compliance. The only classroom management system that the University endorses is Moodle. If you plan on using other technologies outside of Moodle that could reveal student's private information, such as email addresses, have a FERPA discussion with the class and ask whether or not any student has opted out of directory information (formally through the process in the Registrar's Office). If a student indicates that they have opted out, determine a way that the student can participate in the activity.

For more information, review the [FERPA for Faculty guide](#).

Located on Dean of Students' website (oakland.edu/deanofstudents)

Syllabus Resources

The syllabus is a contract with your students, but also sets the tone for the class and prepares students for the learning environment. Along with providing the class's "ground rules," can you also use the syllabus to provide clarity to a course, and even get them excited about what lies ahead? These resources not only provide the basics and requirements, but also ideas for how to make the syllabus engaging as a document and also to continually engage students with the syllabus.

Oakland University does not have one required standard template, the template included in this section has been reviewed and approved by several offices on campus and includes required elements such as course catalog description. Consult your department about their syllabus requirements and guidelines.

For these and other syllabus resources, visit [CETL's Syllabus Resources](http://oakland.edu/cetl/resources/syllabus-resources/) webpage (oakland.edu/cetl/resources/syllabus-resources/).

Syllabus Checklist

1. Course Information
 - Title of Course
 - University, College or School, Department
 - Course Number (Include both the new 4-digit and old 3-digit [pre-Fall 2018]).
 - Semester, year, class location, number of credits, date range of course
 - Course Description, as listed in current course catalog
 - General Education Requirement: If a general ed course, include required information
 - Course Format: If partially online, list meeting dates. If synchronous meetings for online, list dates and times. See [online course types](#) for more information.
2. Professor Information
 - Name (sharing [pronouns](#) communicates students can do the same)
 - Office location, physical location for meeting, or virtual office link
 - Student hours (i.e. office hours) and "by appointment" option
 - How professor can be reached (phone number, email address)
 - Professor expectations
3. Learning Outcomes (LO) – observable, measurable outcomes that are directly assessed, in action verb form (By the end of the semester, students will be able to...)
 - If a General Ed. Course – include L.O. and Cross-Cutting Capacities
4. Textbook & Additional Materials: Required or recommended. Limit expensive textbooks, if possible.
5. Overview of Assignments – titles, grade weight, due dates. Best practice recommends a range of assessments (early, low stakes, different types)
6. Grading and Grading Scale (*OU uses a letter grading scale as of Fall 2017.* [View grading info.](#))
7. Use of [Moodle](#) and Other Technologies
8. Classroom and University Policies (may be copy-pasted from template)
9. Tentative Course Schedule. Plan according to the [OU academic calendar](#).
10. Assignment descriptions with rubrics/marketing schemes (included in syllabus or separate).

Sample Syllabus Template

Download the sample syllabus template with instructions or the blank syllabus template without instructions, on CETL's [Syllabus Resources page](http://oakland.edu/cetl/teaching-resources/syllabus-resources) (oakland.edu/cetl/teaching-resources/syllabus-resources).

Title of Course
Oakland University, School or College, Department

Course Information

Course Number, CRN

Fall/Winter/Summer Year, Class Location, Number of credits

Day/Time/Date range of course duration

Course description:

General Education requirement [if applicable]:

Course format [e.g. partially-online, off-campus meeting sites]:

Professor Information

Name:

Office Location:

My student hours (i.e. office hours) are on xyz day(s), time(s) and by appointment.

You can reach me at [office phone number] or at emailaddress@oakland.edu

Professor Expectations:

Learning Outcomes

Students will be able to:

-
-
-

General Education Universal Learning Outcomes [if applicable]

Textbooks and Materials

Textbooks:

Readings and Resources:

Additional Materials [e.g. clickers, calculators, [Akindi](#) forms]:

Assignments

Written Assignments

Tests/Exams

Homework, Lab Work, etc.

Participation

Additional Graduate Work

Extra Credit

Grading

- **A:** Comprehensive, thorough coverage of all objectives, required content, critical and higher level thinking, original and creative, sound use of English skills, both written and oral
- **B:** Competent, mastery of basic content and concept, adequate use of English (minimum required grade for graduate education).
- **C:** Slightly below average work, has met minimum requirements (undergraduate level) but with difficulty
- **D:** Has not met requirements of assignment/course, has significant difficulties in many areas
- **F:** Has not completed requirements; has not officially withdrawn from course before drop date

Grading Scale. check with your department and see the [Oakland University Grading Scale](#)

Using Moodle and Other Technologies

Technology Back-Up Plan

- In the event that your computer crashes or the internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel to another location that has a working internet.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

Technology Help

- For help using Moodle, see the Online Learning [Student Help Library](#) and [Student Resources](#) (oakland.edu/online).
- For access to technology and in-person assistance, call or visit the [Student Technology Center](#).
- For general technology assistance, consult the [OU Help Desk](#).

Respect Rules of Netiquette

Classroom and University Policies

[Sample syllabus language for these policies available at oakland.edu/cetl/teaching-resources/syllabus-resources/]

Classroom Behavior

- [Academic Conduct Policy](#)
- [Student Code of Conduct](#)

Academic Success Support

Accommodation and Special Considerations

Mental Health and Well-Being

Attendance Policy [There is no OU-wide attendance policy, although certain departments and programs have these policies. Please check with your department ahead of time. If your department or school does not have an attendance policy, include your own.]

[Excused Absence Policy](#)

[Religious Observances](#)

[Preferred Name and Pronoun](#)

[Sexual Misconduct](#)

[Add/Drops](#)

[Emergency Preparedness](#)

Tentative Course Schedule

[Schedule Design 1 of 2]

Week 1, date to date

[Clarify what work needs to be completed by class time. Specify when assignments are due, how they are turned in, and how many points each is worth (be redundant for clarity and consistency). Topics, readings, class format, due dates and any additional comments]

Week 2, date to date

[Topics, readings, class format, due dates and any additional comments]

[Add more weeks as needed.]

[Schedule Design 2 of 2]

Week 1, date to date

| | | |
|--------------------|-------------------------------|------|
| Topics/Activities: | Assigned Readings/Activities: | Due: |
|--------------------|-------------------------------|------|

Week 2, date to date

| | | |
|--------------------|-------------------------------|------|
| Topics/Activities: | Assigned Readings/Activities: | Due: |
|--------------------|-------------------------------|------|

[Add more weeks as needed.]

General Education

For more specific information related to General Education at OU, visit the [General Education section of the OU Catalog](#).

The three-part structure of this program complements every major, giving students a well-balanced, refined education.

- The **FOUNDATION** areas that all students must master are Writing Foundations and Formal Reasoning. These courses develop skills and understanding that are invaluable for all of the student's subsequent education.
- The **EXPLORATION** areas that students must take include: Arts, Foreign Language and Culture, Literature, Global Perspectives, Natural Science and Technology, Social Science and Western Civilization. In addition to fundamental abilities, a well-educated person should also have a critical appreciation of the ways we gain knowledge and an understanding of the universe, of society, and of humankind that these courses develop.
- The **INTEGRATION** areas that students must master include: Knowledge Applications and the Capstone. For the well-educated person, the knowledge and capacities of the various disciplines and majors do not exist in isolation but form an integrated whole. The Integration Areas allow students to synthesize their knowledge, to see connections among the various disciplines and to apply their knowledge to real world problems. This integrated knowledge forms the basis for students to continue to learn and grow throughout their lives and prepares them for productive lives of service and leadership.

Oakland University's General Education program also helps students develop more advanced writing skills, a breadth in understanding diversity issues in the United States, and a continuous education in the range of intellectual capacities that cut across all areas and disciplines.

- Through two [WRITING INTENSIVE](#) courses, students gain a depth in both general and discipline-specific writing abilities. Writing Intensive in General Education and Writing Intensive in the Major may be found in courses that also satisfy the Explorations and Integration areas.
- Oakland University is also committed to ensuring that students develop an understanding of the history, strengths and the challenges of the diversity found across the United States. Through U.S. DIVERSITY courses students develop an understanding of the history, strengths, and the challenges of the diversity found across the United States. U.S. Diversity courses may also satisfy other areas within the General Education structure.

University Learning Outcomes. The general education program at Oakland University is designed to help students develop the knowledge, skills, and critical capacities that serve as a foundation for meeting their academic, professional, civic, and personal goals and responsibilities. The core skills of critical thinking, effective communication, information literacy, and social awareness shape all of the courses offered in our general education program. Because they are essential to our students' educational and future success, these core skills are recognized as University Learning Outcomes (ULOs).

In order for a course to be approved for the General Education program, the syllabus must demonstrate which of the ULOs are associated with that course. In some cases, courses in certain areas will require specific ULOs. For example, all approved writing intensive courses must include “effective communication” as a ULO.

1. **Critical Thinking**

Critical thinkers are capable of comprehensively exploring issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

To meet the Effective Communication ULO, students in General Education classes will learn to

- Analyze and evaluate relevant information, alternative points of view, inferences, and/or assumptions;
- Synthesize information in order to arrive at substantiated conclusions.

2. **Effective Communication**

Effective communicators analyze rhetorical situations, adapt their discourse to diverse genres and media, treat their sources and source material ethically, and meet the expectations of a variety of discourse communities in the academy and beyond.

To meet the Effective Communication ULO, students in General Education classes will learn to

- Convey ideas, arguments, or analyses clearly and cogently in oral, written, or visual form;
- Apply effective communication skills as appropriate to the context and intended audiences.

3. **Information Literacy**

OU graduates are **information literate** citizens who reflectively discover information, understand how that information is produced and valued, and use information ethically to create new knowledge and participate as lifelong learners in society.

To meet the Information Literacy ULO, students in General Education classes will learn to

- Find, evaluate, and responsibly use different kinds of information for different purposes;
- Effectively integrate relevant information sources to build new, or add to existing, public or professional understandings.

4. **Social Awareness**

Socially aware citizens demonstrate their intercultural competence and consider the ethical implications of their words, actions, and engagement with or indifference to other communities.

To meet the Social Awareness ULO, students in General Education classes will learn to

- Apply principles, methods, value systems, or ethics to social issues confronting local and global communities.

Requirements: All students must satisfactorily complete all of the General Education Requirements, which includes courses of three or more credits selected from the list of approved courses offered in each of the following areas: Foundations, Explorations, and Integration.

- To fulfill the Foundations requirement, students must satisfactorily complete at least one approved course in both Writing Foundations (F.1) and Formal Reasoning (F.2).
- To fulfill the Explorations requirements students must satisfactorily complete at least one approved course in each of the following seven subject areas: Arts (E.1), Language and Culture (E.2), Global Perspectives (E.3), Literature (E.4), Natural Science & Technology (E.5), Social Science (E.6), and Western Civilization (E.7). Note that courses that meet the Exploration requirement may not double count with each other.

- To fulfill the Integration requirement students must satisfactorily complete at least one approved course in both Knowledge Application (I.1) and Capstone (I.2). Students should make sure that three of their General Education courses also fulfill their Writing Intensive in General Education (WI.1), Writing Intensive in the Major (WI.2), and U.S. Diversity requirements.

Writing Intensive in General Education (WIGE) and in the Major (WIM)

Eight Elements of Writing Intensive Courses

1. PREREQUISITE AND UNIVERSITY LEARNING OUTCOME:
Completion of the university writing foundation requirement must be a prerequisite of the course. Effective Communication must be noted on the syllabus as a University Learning Outcome for the course.
2. PERCENTAGE OF WRITING IN STUDENT'S GRADE:
One-third of a student's grade must be based on assignments requiring substantive writing (papers, projects, reports, etc.).
3. MORE THAN ONE WRITING FORMAT:
Writing should be integrated into the course requirements through more than one means. Some examples are written papers, laboratory reports, abstracts, quizzes, examinations, journals, ungraded writing assignments, writing during class, and writing in small groups. Examinations alone are not enough, even though they may include essay questions.
4. CRITICAL INQUIRY:
The writing process and the writing assignments should emphasize critical inquiry, including gathering, interpreting, and evaluating information appropriate to the area of study.
5. EVALUATION FOR BOTH FORM AND CONTENT:
Written work should be evaluated for format, organization, style, grammar, and punctuation as well as content.
6. DRAFT/FEEDBACK/REVISION:
At least one writing assignment should involve revision after the instructor has provided feedback on a first draft.
7. ASSIGNMENT OF 500 OR MORE WORDS:
At least one writing assignment should be an out-of-class or lab assignment of at least 500 words.
8. TOTAL AMOUNT OF WRITING:
Writing assignments may vary in number and length, but should add up to a minimum of 10 pages or 2500 words over the semester.

Office of the Registrar

160 North Foundation Hall | 318 Meadow Brook Rd | Rochester, MI 48309 | oakland.edu/registrar

[Registrar Services](#): 160 North Foundation Hall, regservices@oakland.edu

Monday-Friday 8:00 a.m. - 5:00 p.m. (248) 370-3450

Leadership Team

- [Tricia Westergaard](#), Registrar, westerga@oakland.edu, 248-370-4585
- [Paul Battle](#), Senior Associate Registrar, battle@oakland.edu, 248-370-4856
- [Chris Goeth](#), Associate Registrar, cagoeth@oakland.edu, 248-370-2563
- [Sarah Butash](#), Associate Registrar, sbutash@oakland.edu, 248-370-3471
- [Mario Scibilia](#), Interim Associate Registrar, scibilia@oakland.edu, 248-370-4582
- [Garry Cardillo](#), Senior Systems & Data Analyst, cardillo@oakland.edu, 248-370-2791

Registrar Services

- Final Examination Scheduling
- General Purpose Classroom Reservation
- Degree Works
- Student Enrollment Verification
- Exceed Maximum Credit Petitions
- Time Conflict or Supplemental Instruction (SI) Override
- Semester Additional Information
- Schedule of Classes
- Student Change of Major
- Grade Changes
- Transcripts

[Registrar Forms](#) can be found online

Faculty Information

Final Examinations

- Final examinations are scheduled for classes with primary time modules.
- Class time modules not listed on the final exam schedule should request a final exam time and room assignment, if needed.
- Online classes
 - Synchronous online classes will follow the final exam schedule. If your class meeting times are not listed, a final exam request should be made by the second week of the semester. Final exams are typically online unless. A room may be scheduled or requested if the class is set up with an instructional method of primarily online which may have up to 3 total in-person meetings.
 - Asynchronous online classes generally will hold a final exam during a window of time of at least 24 hours for students to start the exam. The exam length of time may be shorter than the typical scheduled time of 3 hours if it is indicated in the syllabus, but must be sufficient for all students to complete the exam. Final exams are online.

- Special requests or requests for larger classrooms other than normal instruction should be made as early as possible or no later than the second week of the semester.

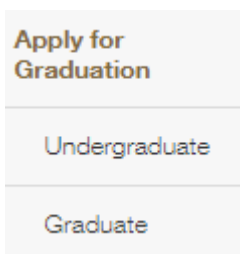
The final examination schedule is available on the [Academic Calendar](#)

Students who have three or more examinations scheduled during one calendar day during the final examination period may arrange for an alternate time for the last of the three (or more) examinations.

If a student chooses to move the last of the three (or more) examinations, they should arrange an alternative time with the professor at least one week prior to the final exam week. Students may also take their final exam schedule to the Dean's Office in the College/School (where the course is offered) for assistance in arranging for an alternate time for the last of the three (or more) examinations.

Graduation Application Deadline

Go to the [Registrar Homepage - Apply for Graduation](#) then select the degree level



A screenshot of a web interface showing a dropdown menu for 'Apply for Graduation'. The menu is open, displaying two options: 'Undergraduate' and 'Graduate'. The 'Apply for Graduation' text is in a larger, bold font at the top of the dropdown, while the options below are in a smaller font.

NOTE:

- Graduation/Conferral Date -
 - The date the student has completed all degree requirements to graduate for the semester in which they applied (Fall, Winter or Summer).
 - Students apply to graduate for the semester in which they are completing all their degree requirements, not the ceremony in which they would like to participate.
- Commencement -
 - Ceremony to celebrate the degree candidates in Fall (December) or Spring (April/May).
 - FYI - Not all students who walk in a ceremony have completed their degree requirements at the time of the ceremony.

General Purpose Room Scheduling

[Policy 190](#) charges the Office of the Registrar with the management and assignment of general purpose (GENP) classrooms. [Policy 370](#) outlines the different types of facilities on campus.

For non-class requests, use the [GENP Event Request Form](#).

Classes

- Classroom-related requests generally are made through the schedule timeline and a schedule adjustment form. Location priorities are coordinated with your Association Dean and Chair/Program Director. More detailed information can be found at [Rolled Schedule Deadlines](#).
- You can work with your department scheduler or contact regscheduling@oakland.edu for class-related requests.

Student Forms

Enrollment Verification

- Students can request enrollment verification through [SAIL](#).
- Oakland University has authorized the National Student Clearinghouse to provide degree and enrollment verification.
- Used for employers, and loan companies that need to verify an applicant's attendance (past or present) at Oakland University.

Change of Major

- Students who have decided to change their major, minor or concentration should work with their academic adviser to do so.

Exceed Maximum Credits

- Undergraduate students contact their Academic Adviser to request to exceed maximum credits in a semester
- If approved, the Academic Adviser will forward their approval to the Office of the Registrar for processing or further review
 - Academic Adviser approve is requests between 19-21 credits
 - Registrar's approval is ALSO required for requests of 22 or more credits

Time Conflict or S.I. Override

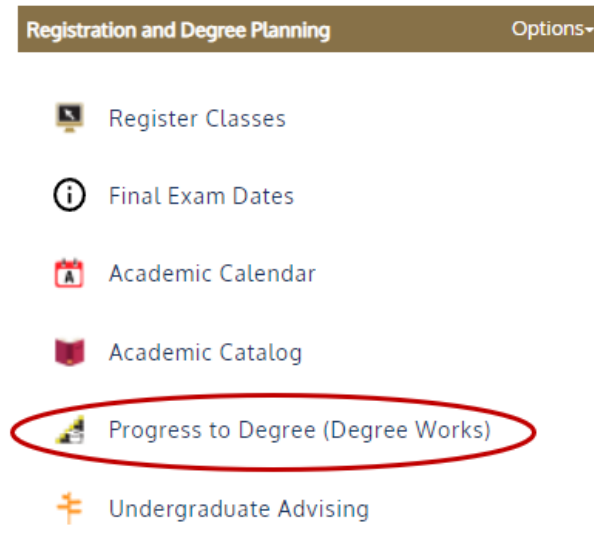
- A time conflict between multiple classes requires a Time Conflict Override Form
 - Instructors are sent an email requesting their attention to approve or deny a student's request to be added into courses that overlap in time.
- A time conflict involving SI only does not need the Time Conflict Override Form. A student can submit an override request without faculty signatures by submitting the **Special Time Conflict Override Form**.

- Form can be found at [Registrar Forms](#)

Degree Works

Oakland University's online degree evaluation feature makes it easier for graduate and undergraduate students to stay on track for graduation. Available to all OU students, this comprehensive tool offers a myriad of ways to track progress toward a degree or certificate and to set up future Registration Plans/planning.

Under Registration and Degree Planning, select the “Progress to Degree (Degree Works)” button in the portal to view a student's Degree Works Audit:



As the audit display indicates, it is an *unofficial evaluation* only. To confirm the results of your evaluation, please meet with your academic adviser.

If you have questions regarding Degree Works and its functionality, please work with your Advising Director on how to use it for your area.

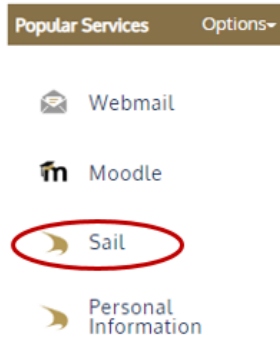
Access to SAIL

URL: mysail.oakland.edu

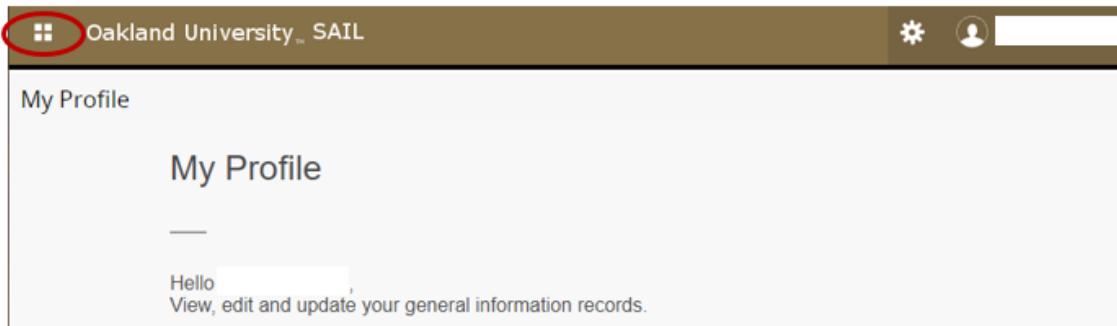
- Go to [OU homepage](#) and click on [MySAIL](#) at the top of the OU homepage. The MySail portal is used by faculty, staff and students to locate all personal and academic records at the university.



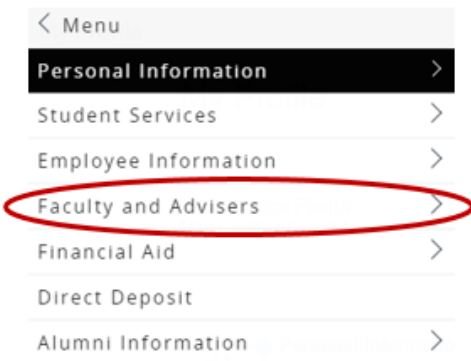
- Log into your SAIL account.
- Under Popular Services, click [SAIL](#) to view more of your options.



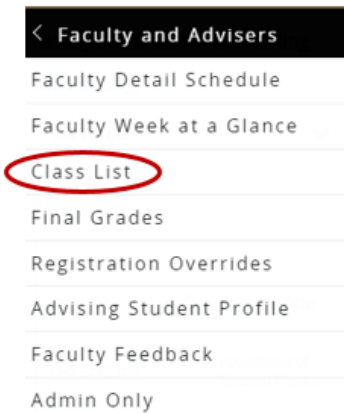
- My Profile page appears. Select the “FourSquare” menu icon.



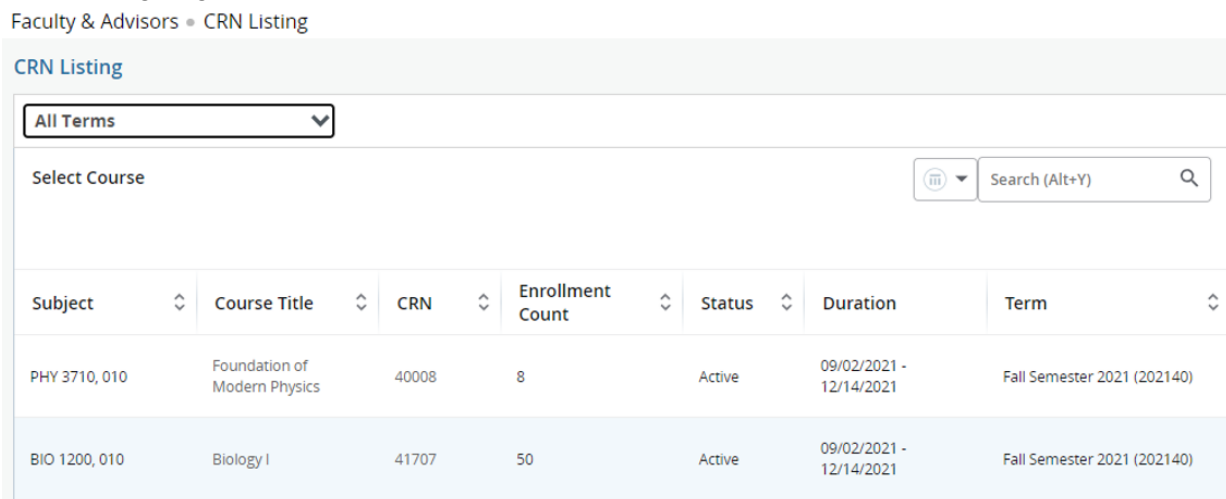
- Select the Faculty and Advisers



- To Access your Class List - Click on “Class List”



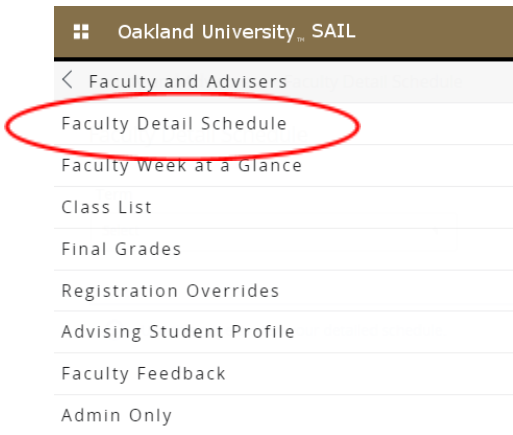
- CRN Listing page appears



- Once in your Class List, you can Select Term or you can view All Terms
- Click on class in the Subject column to view Summary List or open Detail List
 - It will default to Summary View
 - List of students, their level, credit hours, grade, and class e.g. Freshman, Senior
 - If you want the Detail View, click the Summary View to display a drop down list and click Detail View
 - Similar listing but with an added box below each student with their degree, program, catalog year, admit term, major as well
- Please note: There is a current login issue with faculty who have previously had Banner access but do not use it regularly now.
 - Access the [former version \(temporary solution\)](#) or if already in SAIL by going to Faculty Schedule by Day and Time, then clicking Class List. A permanent solution is being reviewed by UTS and Registrar.
 - To access the current version, you may need to [unlock/reset their Oracle/Banner password](#).

How to Find Class Location

- Select “Faculty and Advisers” from SAIL menu options



- Click on “Faculty Detail Schedule” which communicates location of class and days and times class is offered.
- Select respective term and CRN to produce detailed results.

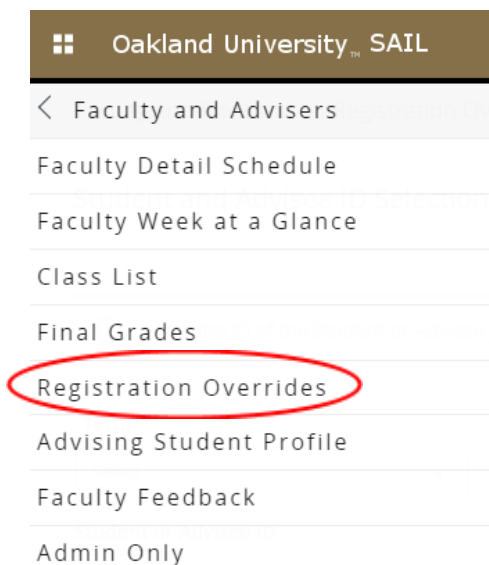
Scheduled Meeting Times

| Type | From Time | To Time | Days | Where | Start Date | End Date | Schedule Type | Instructors |
|---------------|-----------|---------|------|-----------------|------------|------------|-----------------------|-------------|
| Class Meeting | 12:00 | 13:07 | Wed | Pawley Hall 302 | 09/03/2020 | 12/15/2020 | Main Campus Classroom | |

How to Process a Class Override

See [Faculty Override Process presentation](#) for more detailed visuals on the process below.

- Login to [SAIL](#), then select “Faculty and Advisers” from SAIL menu options



- Click on “Registration Overrides”
- Any active term can be selected then click “Submit.”
- Return to “System Select Term” to change the semester. *Overrides can be given before registration begins.*
- Enter student information: search by G# or last name, first name. Then click “Submit”.
- Verify selection by clicking “Submit”
- Choose override course from the drop down menus, then click “Submit”
- Confirm changes by clicking “Submit”
- When finished with current student override, you may return to the page titled

“SAIL INFORMATION SYSTEM STUDENT VERIFICATION”. Once you return to this page, you may scroll down to the bottom of the “Registration Permits/Overrides” page to click on “ID Selection” to enter additional overrides for other students.

Who Can Be in My Class? Only Registered Students

If you happen to have a person in your class who is not registered, he/she is NOT allowed to remain in the class. Ask the person to leave, and have them contact the Office of the Registrar in North Foundation Hall Room 160 or call 248-370-3450 to register for the class.

Students must be registered/de-registered by 11:59 p.m. on the last day to drop/add a course according to the term.

Waitlisting

Student Waitlisting

Students can waitlist for any classes that have the waitlist feature using [SAIL](#) through the first week of the fall/winter semesters. Add dates for summer vary by session (see the summer session information on the academic calendar). All class restrictions will be enforced for a waitlist except for time conflict and duplicate class. These restrictions are allowed for the waitlist only and will be enforced at the time of registration. Overrides may be given in advance to a student on a waitlist if offered a spot to register.

Student Notification and Deadline

An automated notification will be sent to the student’s OU email from waitlist@oakland.edu if a spot becomes available in a class. If multiple spots become available then multiple notifications will be sent. Students have 48 hours to register for the class using [SAIL](#). After the registration window expires the next student will be automatically notified.

Student Position


The student can see their position in the waitlist in their student detail schedule. Faculty may also see the position of a student on a waitlist in either the detail waitlist or summary waitlist using [SAIL](#). A position of zero (0) indicates a student has been offered a spot in the class and a deadline will be listed for registration.

Grade Entry: Reference Guide

Grade Entry Information

- **GRADES ROLL NIGHTLY** – do not enter temporary grades – **grades are PERMANENT**.
- All grades rolled to history will require a [Grade Change Form](#) in order to make a change.
- If you are still accepting student work - Do not enter a grade.
- **SAVE** frequently to ensure grades are recorded. The Save button must be clicked on **each page** (do not proceed to the next page without saving) or grades will not record.
- The Reset button resets all entries made from the last Save.
- If the application has been inactive for 60 minutes, the session will time out for security reasons. A notification bar will first appear then, if not responded to, the application will close and any changes not saved will be lost.
- ALL grades must be posted by final time and date given each part of term. See the Office of the Registrar's webpage for specific information.
- Use the calendar for the last date of attendance.

⌵ Last Attend Date



Entering in Final Grades:

1. Go to the [OU homepage](#)
2. Click on MYSAIL



Library eBill Map Moodle **MySAIL** Webmail Report Behavior Research ERN 
Academics Future Students Student Services Campus Life Alumni Giving Athletics

3. Log in with your Net ID & Password (email login & password)

Enter your NetID and Password

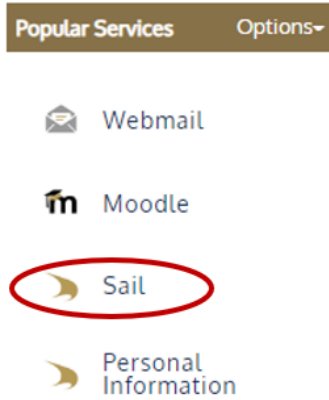
NetID:

@oakland.edu

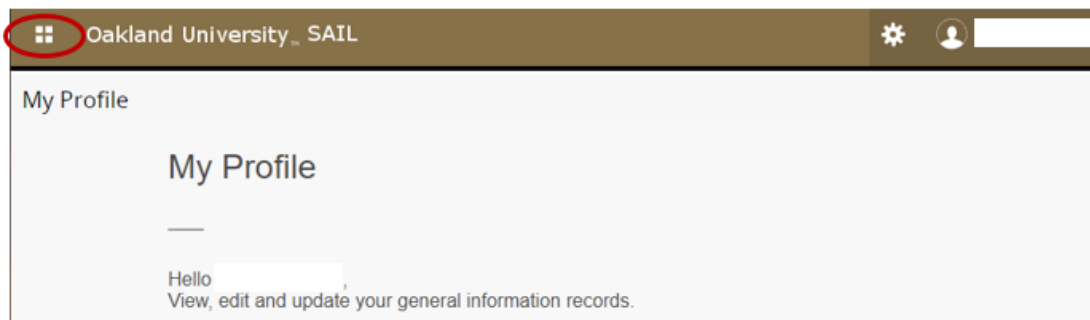
Password:

SIGN IN

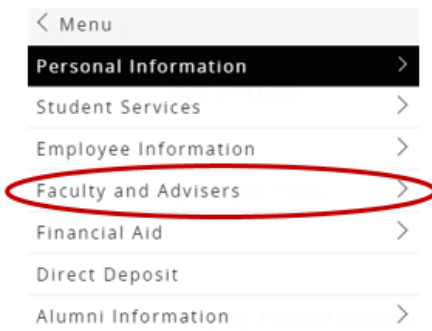
4. Click on SAIL



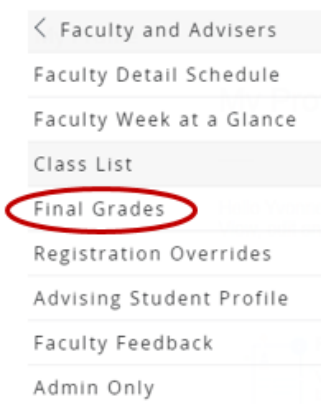
5. My Profile page appears. Select the “Four Square” icon.



6. Select the Faculty and Advisers link



7. Entering Final Grades - Click on the Final Grades link



8. Grading appears for ALL courses - automatically linked to Final Grades tab

Faculty Grade Entry » Final Grades

Faculty Grade Entry

Midterm Grades Final Grades Gradebook

My Courses

| Grading Status | Rolled | Subject | Course | Section | Title | Term | CRN |
|----------------|-------------|-------------------------------|--------|---------|------------------------------|-----------------------------|-------|
| Not Started | Not Started | PHY - PHY Physics | 3710 | 010 | Foundation of Modern Physics | 202140 - Fall Semester 2021 | 40008 |
| In Progress | In Progress | BIO - BIO Biological Sciences | 1200 | 010 | Biology I | 202140 - Fall Semester 2021 | 41707 |

Student Roster

9. Select a Term

- Click on the Search box

Midterm Grades Final Grades Gradebook

My Courses

- Search any of the following ways:
 - Term Year (ex: Fall 2019)
 - Year Term Code [10 = Winter; 30 = Summer; 40 = Fall] (ex: 201940)
 - Semester Name (ex: Fall)
 - Any part of the course name or title (ex: secondary = SED Secondary Education)

- ENTER

NOTE: If Grading Status column shows In Progress you may have a student(s) who Withdrew, with "W" grade, from the course.

Faculty Grade Entry » Final Grades

Faculty Grade Entry

Final Grades

My Courses

| Grading Status | Rolled | Subject | Course | Section | Title | Term | CRN |
|---|-------------|--------------------------------|--------|---------|----------------|-----------------------------|-------|
| In Progress | Not Started | WRT - WRT Writing and Rhetoric | 1060 | 020 | Composition II | 201840 - Fall Semester 2018 | 40872 |

10. Select course to grade

| Grading Status | Rolled | Subject | Course | Section | Title | Term | CRN |
|----------------|-------------|-------------------|--------|---------|------------------------------|-----------------------------|-------|
| Not Started | Not Started | PHY - PHY Physics | 3710 | 010 | Foundation of Modern Physics | 202140 - Fall Semester 2021 | 40008 |

NOTE: Students information will appear at the bottom of the screen.

| Full Name | ID | Midterm Grade | Final Grade | Rolled | Last Attend Date | Hours Attended |
|-----------|----|---------------|-------------|--------|------------------|----------------|
| A+ | GK | | | | | |
| A+ | GK | | | | | |
| A+ | GK | | | | | |
| A+ | GK | | | | | |

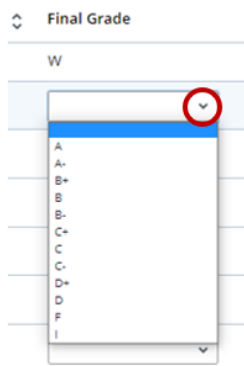
NOTE: Click the SAVE button **frequently** to ensure all grades are recorded.

11. Select student from the ENTER GRADES Block

| Full Name | ID | Midterm Grade | Final Grade | Rolled | Last Attend Date | Hours Attended |
|-----------|----|---------------|-------------|--------|------------------|----------------|
| A+ | G | | W | ✓ | | |
| C+ | G | | | | | |
| D+ | G | | | | | |
| D+ | G | | | | | |

12. Final Grades Column

- Click on the arrow to open the drop down menu



- Select appropriate grade
 - i. Only grades associated with the course grade mode will appear.
 - ii. “I” grades - see instructions below
 - iii. “F” or “U” grades - see instructions below
- Proceed to the next student until complete

| Enter Grades | | | | | | | |
|--------------|----|---------------|-------------|--------|------------------|----------------|--|
| Full Name | ID | Midterm Grade | Final Grade | Rolled | Last Attend Date | Hours Attended | |
| Ai | G | | W | ✓ | | | |
| Ci | G | | B+ | | | | |
| D | G | | A | | | | |
| D | G | | | | | | |

13. Entering Incomplete (I) Grades - **Change in Process**

NOTE: Starting Winter 2021 semester, faculty will be required to enter the last date of attendance (LDA) when giving an Incomplete (I) grade. Please read the following instructions carefully to mitigate errors when entering grades.

- Last Date of Attendance is defined as the latest date in which the student:
 - Physically attended class;
 - Participated in an online discussion about academic matters
 - Submitted an academic assignment, paper, or project
 - Took an exam or quiz
 - Had interactive tutorial, or computer-aided instruction
 - Attended a study group that you assigned
 - Initiated contact with you to ask a question about the academic subject studied in the course
- If a student never attended:
 - Enter first day of class
- Choose the I grade from the drop-down menu
 - i. A new page will appear where you can change the “Incomplete Final Grade” and/or the “Extension Date”
 1. “Incomplete Final Grade - A default grade of “F” will auto populate.
 - a. Change this grade to the final grade the student would receive if the student does not complete any additional work.
 - b. Recommend using the drop down menu to ensure proper grades are input for the grade mode.
 - c. Remember, students can not be assigned work the entire class has also been assigned to complete during the regular school session.
 2. “Extension Date” - A default date of one year will auto populate.

- a. Change this to the date you have agreed upon with the student with additional time for you to complete the grading of the material and submit the Grade Change Form.
- b. Date can not be past the one year date.
- c. Recommend using the drop down calendar to input date.

The screenshot shows the 'Incomplete Grades' form. The 'Incomplete Final Grade' dropdown menu is set to 'F' and the 'Extension Date' is set to '12/16/2022'. Both fields are circled in red.

WARNING: If you try to save your entry while on the page to enter the incomplete final grade and extension date, you will receive the error message below. You MUST click on the “Roster” option to get back to the grade entry page.

The screenshot shows a 'Save Successful' message at the top, followed by a red error message: "A last attend date is required for this grade." Below the error message is a table with columns for Term and CRN. The table contains two rows of data for '202140 - Fall Semester 2021' with CRNs 40008 and 41707. Below the table is a form for 'Extension Date' and 'Extension Date Constraints'.

- ii. Once complete - click on the “Roster” tab option at the top left section where the student’s name appears:

The screenshot shows the 'Roster' tab selected in the 'Incomplete Grades' form. The 'Incomplete Final Grade' dropdown menu is set to 'F' and the 'Extension Date' is set to '12/16/2022'.

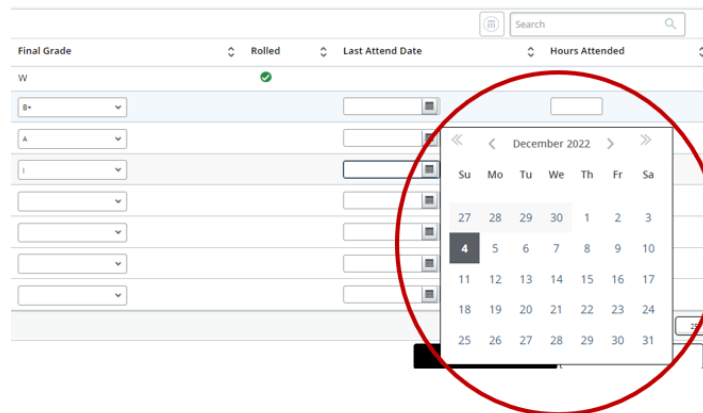
NOTE: If you did select SAVE before selecting the Roster tab the Last Attend Date will be in red as well as a warning in the top right corner of the screen.

The screenshot shows a red error message: "A last attend date is required for this grade." The message is enclosed in a red border.

iii. Screen switches to the Final Grade Entry page.

iv. Enter the required Last Date of Attendance (LDA)

1. Click on the calendar button next to the box
2. Calendar will pop up for you to choose the LDA or you can enter the date (MM/DD/YYYY).

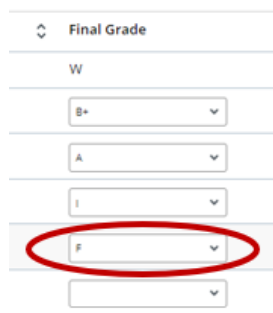


The screenshot shows a web interface for entering final grades. At the top, there are columns for 'Final Grade', 'Rolled', 'Last Attend Date', and 'Hours Attended'. Below these are several rows of grade entry. A calendar pop-up is visible, showing the month of December 2022. The date '4' is highlighted in the calendar, indicating it has been selected as the Last Date of Attendance. A red circle is drawn around the calendar pop-up.

NOTE: Save often, throughout the grade entry process, to ensure you do not lose your work.

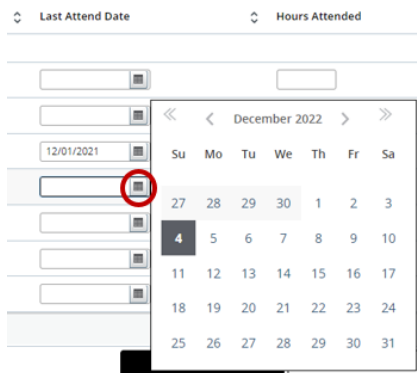
14. "F" or "U" grades

- If an "F" or "U" grade is assigned, the Last Date of Attendance is **required**.
- Enter the "F" or "U" grade



The screenshot shows a close-up of the 'Final Grade' dropdown menu. The options are E+, A, I, F, and an empty box. The 'F' option is selected and circled in red.

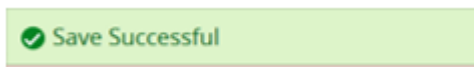
- Last Attend Date Column
 - i. **REQUIRED FIELD** - Error will occur in Top Right Corner of screen
 1. Enter Last Date Attended - Never attended - Enter first day of class
 2. Attendance Unknown - Enter date of last assignment/exam submitted
 - ii. Select the date using the drop down box



NOTE: If typing date - MM/DD/YYYY (ex: 01/09/2019)

○ **SAVE**

- i. Successfully Saved - Message will appear in the Top Right Corner of screen



- ii. Unsuccessful Save - Message will appear in the Top Right Corner of screen



NOTE: Red Boxes appear around any Last Date of Attendance that did **not** save.



1. Input correct dates - see above
2. SAVE

15. 'Incomplete Final Grade is Required' error

- i. Occurrence

1. This happens when multiple grades are entered, some incomplete and some regular, and the Last Date of Attendance (LDA) is also required for the Incomplete Grades. After saving the Incomplete Final Grades, the 'A last attend date is required for this grade' message is appropriately displayed. However, after entering the Last Date of Attendance, the 'Incomplete Final Grade is Required' message continues to display and the grades are not saved.

- ii. Workaround

1. Exit Faculty Grade Entry page and then go back and enter only the Incomplete Grades.

16. Grading Status and Rolled Information - EXAMPLES:

My Courses

| Grading Status | Rolled | Subject |
|----------------|-------------|-------------------------------|
| Completed | Completed | BIO - BIO Biological Sciences |
| Completed | Not Started | BIO - BIO Biological Sciences |
| In Progress | Not Started | COM - COM Communication |
| In Progress | In Progress | PSY - PSY Psychology |

- Completed / Completed

Completed Completed

Enter Grades

| Full Name | ID | Midterm Grade | Final Grade | Rolled | Last Attend Date | Hours Attended |
|-----------|-----|---------------|-------------|--------|------------------|----------------|
| V Arapi | G00 | | F | ✓ | 02/15/2019 | |
| D Barbian | G00 | | F | ✓ | 03/18/2019 | |
| S Beck | G00 | | A | ✓ | | |
| J Bowers | G00 | | C+ | ✓ | | |
| J Boyd | G00 | | C+ | ✓ | | |

- Completed / Not Started

Completed Not Started

Roster Incomplete Grades

| Full Name | ID | Midterm Grade | Final Grade | Rolled | Last Attend Date | Hours Attended |
|-----------|-----|---------------|-------------|--------|------------------|----------------|
| T Clark | G00 | | F | | 05/06/2019 | 0.0 |
| G Dellisi | G00 | | I | | | |
| E Emmer | G00 | | F | | 06/05/2019 | |
| M Fenng | G00 | | A | | | |

- In Progress / Not Started

In Progress Not Started

Roster Incomplete Grades

| Full Name | ID | Midterm Grade | Final Grade | Rolled | Last Attend Date | Hours Attended |
|-------------|-----------|---------------|-------------|--------|------------------|----------------|
| M Aihassan | G00269547 | | B+ | | | |
| S Begum | G00401664 | | I | | | |
| N Cataldo | G00254900 | | A- | | | |
| A Couch | G00458388 | | B+ | | | |
| T DiGiacomo | G00384040 | | | | | |
| J Djekovic | G00152963 | | | | | |

- In Progress / In Progress

In Progress In Progress

Roster Incomplete Grades

| Full Name | ID | Midterm Grade | Final Grade | Rolled | Last Attend Date | Hours Attended |
|---------------|-----------|---------------|-------------|--------|------------------|----------------|
| A Kiernozek | G00393639 | | F | ✓ | 05/27/2019 | |
| C Konopitski | G00432112 | | B+ | ✓ | | |
| N Li | G00786164 | | I | ✓ | | |
| K Maluchnik | G00402254 | | B- | ✓ | | |
| Z Mellerowicz | G00287315 | | C- | ✓ | | |
| R Michel | G00392754 | | | | | |
| A Mundy | G00388749 | | | | | |

REMINDERS:

- Once you Save and Log Out, the Grading Status will change from **Not Started** to **In Progress** the next time you log in.
- Once **all** students are graded, Select the SAVE button. Grading Status will change from **In Progress** to **Completed**.
- Grades roll nightly; your Rolled field will show **Completed** the next morning.
NOTE: Rolled grades post on the student transcript and viewable on MYSAIL.
- Please visually verify **Grades Status** says **Completed**.
- Please verify grades submitted by visually ensuring the **Rolled** field is marked **Completed** the day after you enter them.
- If your Grading status is NOT marked Completed, please review the course grades.

Tools: Import/Export Grading (optional methods)

Option 1: Exporting from Moodle to Banner (SAIL)

- [Moodle to Banner \(SAIL\) Grade Export Instructions](#)
- [Exporting Final Grades from Moodle to Banner Instructional Video](#)

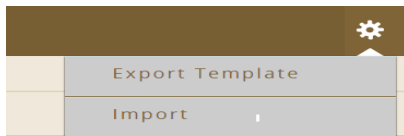
Option 2: Exporting from Excel - Instructions Below:

- If using this method, the use of a secured University computer is required. More information on security and encryption can be found at [University Technology Services Common Resources](#).

1. Click on the course to be exported

2. Click the Gear button  next to your name

3. Select the Export Template



4. Export

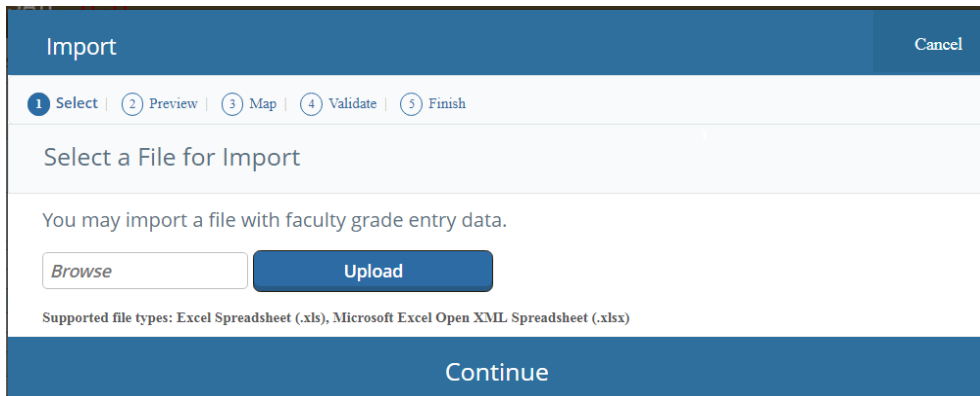


5. Open Excel file

6. Enter Grades

7. SAVE

8. Go back to the Tool Button and Click Import



9. Upload the Excel file

10. Click Continue

11. Click Continue through each Tab/Import/Finish

Import Cancel

1 Select | 2 Preview | 3 Map | 4 Validate | 5 Finish

Preview File

Check the box if your spreadsheet includes headers. Use the grid to preview the data prior to importing.

My Spreadsheet has headers.

| Row | Term Code | CRN | Full Name | Student ID | Rolled | Confidential | Course | Final Grade | Last Attended Date |
|-----|-----------|-------|-----------|------------|--------|--------------|--------------------------|-------------|--------------------|
| 1 | 201840 | 44055 | A Student | G00524786 | No | No | PA Public Administration | a | |

Go Back Continue

Import Cancel

1 Select | 2 Preview | 3 Map | 4 Validate | 5 Finish

Map Columns

Use the drop down lists to map the data from your spreadsheet to the appropriate columns on the Faculty Attendance Page.

Fields marked with * are required fields. They must be mapped in order to continue the import process.

Term Code* CRN* Student ID* Final Grade
 Last Attended Date Hours Attended Incomplete Final Grade Extension Date

Map Term Code* CRN* Other Student ID* Other Other

| Row | Term Code | CRN | Full Name | Student ID | Rolled | Confidential |
|-----|-----------|-------|-----------|------------|--------|--------------|
| 1 | 201840 | 44055 | A Student | G00524786 | No | No |

Go Back Continue

Import Cancel

① Select | ② Preview | ③ Map | ④ Validate | ⑤ Finish

Validate

Validate the data in the worksheet. Unchanged data will be ignored; valid changes will overwrite existing data after this step.

The following 1 records will be imported:
 0 records containing errors will not be imported.
 0 unchanged records will not be imported.

Download the validation report

| Row | Term Code | CRN | Full Name | Student ID | Rolled | Confidential | Course | Final Grade | Last Attended Date |
|-----|-----------|-------|-----------|------------|--------|--------------|--------------------------|-------------|--------------------|
| 1 | 201840 | 44055 | A Student | G00524786 | No | No | PA Public Administration | a | |

Go Back Continue

Import Cancel

① Select | ② Preview | ③ Map | ④ Validate | ⑤ Finish

Import Complete

The import wizard is complete.

1 Records without error have been imported and saved to the database.

Records with errors can be corrected on the [validation report](#) and imported again using this wizard or updated manually using the application.

Finish

- Ensure **all** grades are imported by checking that the grading status bar has been marked **Complete**.

NOTE: If all grades did not import:

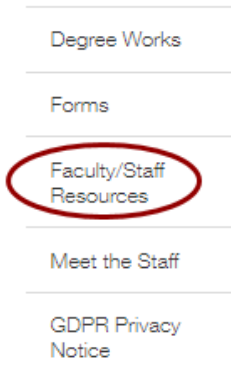
- Review validation report for errors
- Manually enter missing grades in SAIL
- Ensure grades are updated in SAIL

Grade Change

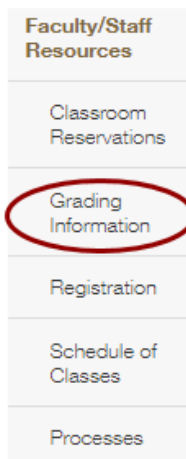
NOTES:

- Grade Change Form is required to change any posted grade or any ungraded student after final grade roll.
- **Only** the instructor of record may submit a grade change.
- Instructors of record **cannot** approve their own grade change.

1. From the Registrar's page, click on [Faculty/Staff Resources](#)



2. Go to [Grading Information](#)

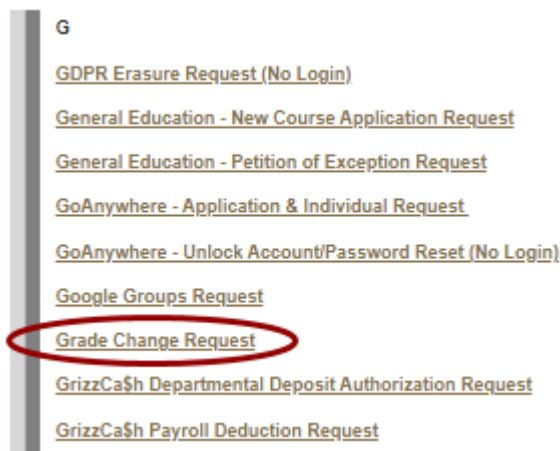


3. Select [Grade Change Information](#) for additional grade change information and contacts.

Grade Change

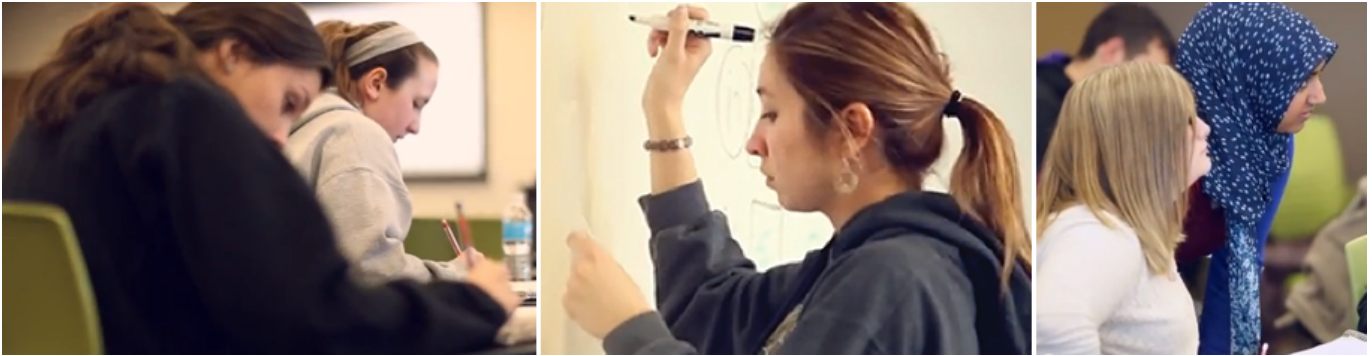
- [Grade Change Information](#) (circled in red)
- [Grade Change Form](#) (Under Section G, select Grade Change Request)
- [Guide to Faculty Grade Change Request Form](#)

4. UTS Forms page appears - Go to Section G - Select [Grade Change Request](#)



5. Complete the Grade Change Form as follows:

- Log in using your NetID (same as email login and password)
- Enter student ID (G#)
- The following will auto-populate:
 - Student Name
 - Student Email
 - Preferred Name
- **NOTE:** Verify student name is correct student.
- Enter the CRN (ex: 4001)
- The following will auto-populate:
 - Semester
 - Course information
 - Current grade on record
 - Faculty information
- Enter the new grade.
 - See [Oakland University Grading System](#).
 - “I”, “F” and “U” grades require the Last Date Attended entered.
- Enter valid rationale for the grade change per OU policy.
- Select NEXT PAGE
- Enter Email for Routing:
 - Forward the grade change to the appropriate email address listed on the [Grade Information Page](#)
 - Committee on Instruction Chair (COI) -
 - Letter grade to Letter grade
 - “R” grade to Letter grade
 - Office of the Registrar - grdchg@oakland.edu
 - “I” grade to grade
 - “P” grade to grade
- SUBMIT



Student Success Initiatives

Faculty Feedback System

Faculty Feedback is a student persistence initiative meant to help students understand their class performance and determine how to succeed in their courses. It is located in SAIL as one of the options for faculty to use and is a process designed to assist students early in the semester, connecting them with campus resources while there is ample time to resolve issues and overcome challenges. Here are the top five items all faculty need to know about this initiative:

1. Faculty Feedback is the Early Alert System at OU available in the Fall and Winter semesters. During the Summer semester, other outreach is encouraged due to the various class formats.
2. It is required for all “000”, “1000” and “2000” level courses.
3. Once faculty submit Faculty Feedback, an email is sent to students who are not doing well academically during the first 6 weeks of class.
4. The email includes what this issue is (attendance, time management, grades) and provides some recommended strategies to address the issues.
5. It is best utilized within the first 6 weeks.

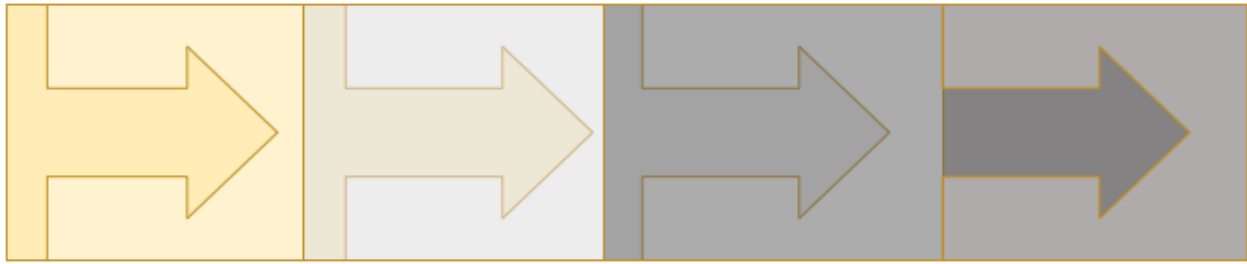
There are five steps to using Faculty Feedback:

- Step 1: Go to www.oakland.edu, select MySail and login.
- Step 2: Select Faculty Services, then Faculty Feedback.
- Step 3: Select Course to give feedback.
- Step 4: Select the arrow by student name to give feedback.
- Step 5: Select issue of highest importance.

Important: Do Not enter in Estimated Grade. An email is not sent to the student if an estimated grade is entered.

What happens next?

- Faculty receive a report in 48 hours showing which students they gave feedback;
- Student receives an email from studentsuccess@oakland.edu with action steps based on the Issue selected by faculty;
- "Various Student Support Services staff provide additional outreach to students with Faculty Feedback in an effort to connect them to campus resources."



Digital Accessibility and Universal Design for Learning

Faculty have an important role in producing computer-based instructional materials (websites, Moodle pages, videos, slides and documents) that meet ADA standards for web accessibility. These standards include, but are not limited to: captions and transcripts for videos, using software's text formatting tools, sufficient color contrast, and text descriptions for graphics and images. Implementing these standards into the material faculty create could better engage students with disabilities and open more educational opportunities.

[Universal Design for Learning](#) (UDL) principles can aid accessibility efforts by providing students more choices in how they read course texts and demonstrate their learning. While accessibility efforts are focused on students with disabilities specifically, UDL seeks to increase access for all learners.

Available at OU

- **Web Resources.** The [OU Teaching Initiatives page](#) includes UDL and Digital Accessibility resources on how to make instructional content accessible: instructional videos, Help Docs, Teaching Tips, syllabus template, Quick Notes, and links to more toolkits.
- **Professional Development.** [A self-paced Digital Accessibility course \(on eSpace\)](#) goes through basics for faculty. The Center for Excellence in Teaching and Learning (CETL) and e-Learning and Instructional Support (e-LIS) also offers department presentations, from a 15-minute introduction to a 90-minute in-depth session.
- **Consultations.** If you would like help evaluating your Moodle course, documents, web media, or other instructional material, CETL and e-LIS representatives from are available.
 - **For consultations on UDL**, such as course and assignment design, contact CETL consultant Judy Ableser (ableser@oakland.edu).
 - **New to creating instructional videos?** [e-LIS Instructional Designers](#) can help get you started through instructional video workshops, media lab appointments, or 1-on-1 consultations.
 - The Digital Accessibility team can help in additional ways:
 - Evaluate instructional material.
 - Provide additional resources based on faculty needs (e.g. accessibility in visual arts).
 - Advise on inclusive course design.
 - Investigate accessible versions of scholarly content.

For additional questions, contact [Christina Moore](#) (cmamoore@oakland.edu) or [Nic Bongers](#) (bongers@oakland.edu)

URL: oakland.edu/cetl/ou-teaching-initiatives

Student Support Services

Contact Information List

All university numbers begin with (248)-370-XXXX

| Department | Phone | Website | Location |
|--|-------|--|------------------------|
| Admissions (Undergraduate) | x3360 | oakland.edu/futurestudents | 2000 Wilson Hall |
| Career Services | x3250 | oakland.edu/careerservices | 103 N. Foundation |
| Center for Multicultural Initiatives | x4404 | oakland.edu/cmi | 104 N. Foundation |
| Counseling Center | x3465 | oakland.edu/oucc | East Wing of GHC |
| Dean of Students | x3352 | oakland.edu/deanofstudents | 150 Oakland Center |
| Disability Support Services | x3266 | oakland.edu/dss | 202 Wilson Hall |
| First Year Advising Center | x3227 | oakland.edu/fyac | 121 N. Foundation |
| Financial Aid | x2550 | oakland.edu/financialservices | 120 N. Foundation |
| Gender and Sexuality Center | x4336 | oakland.edu/gsc | 104J N. Foundation |
| Graham Health Center | x2341 | oakland.edu/ghc | 408 Meadow Brook Rd |
| Graduate School | x2700 | oakland.edu/grad | 520 O'Dowd Hall |
| International Education | x2889 | oakland.edu/ie | 328 O'Dowd Hall |
| International Students | x3358 | oakland.edu/isso | 328 O'Dowd Hall |
| Student Employment | x3250 | joinhandshake.com | 154 N. Foundation |
| Academic Success Center | x4215 | oakland.edu/asc/ | Suite 1100 Wilson Hall |
| Veterans Support Services | x2010 | oakland.edu/veterans | 112 Vandenberg Hall |
| Office for Student Involvement | x2400 | oakland.edu/osi/ | 49 Oakland Center |

Academic Advising at Oakland University

oakland.edu/advising

Oakland University has a decentralized academic advising model and employs over 60 professional academic advisers across eight advising units.

The First Year Advising Center provides advising services for all incoming first-year students and undecided transfers. Students beyond their first year in college and incoming transfers with a declared major work directly with the professional advising unit in their school or college until graduation.

All undergraduate students at Oakland have an assigned academic adviser. The name and contact information for each individual student's adviser or advising unit can be found in MySail or Degree Works.

Academic Advising Mission Statement: Academic advising fosters the growth and development of all students, empowering them to become stewards of their own academic, career, and personal choices while progressing toward degree completion in a diverse, inclusive and robust learning environment.

Academic Advising Student Learning Outcomes

Know- As a result of participating in advising, students will:

1. Understand their degree requirements
2. Describe the ways campus resources can support them
3. Explain connections outside classrooms that can enhance their college experience

Do- As a result of participating in advising, students will:

4. Develop a plan and timeline to meet their educational and personal goals
5. Register for courses to progress towards graduation and career goals
6. Seek help from campus resources and advisers when needed

Value- As a result of participating in advising, students will:

7. Actively participate in the student-academic adviser relationship
8. Take responsibility for designing and achieving their educational experience

Academic Advising Units and Contacts:

- [Bachelor of Integrative Studies](#), Sarah Jahimiak at saeikelb@oakland.edu
- [College of Arts and Sciences](#), [Shannon Esselink](#) at esselink@oakland.edu
- [First Year Advising Center](#), [Sara Webb](#) at crampton@oakland.edu
- [School of Business Administration](#), [Debbie Lengyel](#) at lengyel@oakland.edu
- [School of Education and Human Services](#), [Roberta Rea](#) at rpayne@oakland.edu
- [School of Engineering and Computer Science](#), [Carmen Etienne](#) at etienne@oakland.edu
- [School of Health Sciences](#), [Michelle Southward](#) at mdguy@oakland.edu
- [School of Nursing](#), April Thomas-Powell at thomaspo@oakland.edu

First Year Advising Center

121 North Foundation Hall | (248) 370-3227 | oakland.edu/fyac

The First Year Advising Center fosters exploration and growth as new students transition to college. We provide tailored services and connections to campus resources that empower students to define their educational goals and achieve academic success.

The [First Year Advising Center](#) (FYAC) is the first stop for all incoming first-year students and undecided transfers. In addition to orientation, we provide academic advising for all first-year, undecided and re-deciding students, programs and events for first-year students, and major exploration and career counseling for all undergraduate students. Every first-year student is assigned a FYAC adviser and is encouraged to meet with them twice in their first year, once in the fall semester and once in the winter semester.

Core Services

- **Support academic and social transition to college**
Organize multi-part orientation program, partnerships with departments, and workshops and programs focused on student success.
- **Academic progress and performance**
Develop a degree plan of study, assess performance throughout the semester, and provide support/referrals to struggling students.
- **Major and career exploration**
Determine the best-fit major through guided conversations and assessments, and define goals and identify opportunities to connect with their major.

Ways for Faculty to Collaborate with the FYAC

- Encourage students to visit their FYAC adviser once a semester
- Submit Faculty Feedback through SAIL each semester, which then informs the FYAC of first-year students struggling in your course(s)
- Involve the FYAC in department discussions that concern first-year students related to curriculum issues and/or new ideas and best practices
- Apply to be an Orientation Faculty Adviser (*applications are accepted in March through the Provost's office*)
- Encourage students to use the "Your First Year" eSpace, an online guide to support students throughout their transition to OU

Contacts

- [Sara Webb, Senior Director for First Year Success](#) - x2652, crampton@oakland.edu
- [Rachel Stagman, Assistant Director of Advising](#) - x2655, rstagman@oakland.edu

Office for Student Involvement

49 Oakland Center | 312 Meadow Brook Road | Rochester, MI 48309
(248) 370-2400 | osi@oakland.edu | oakland.edu/osi

The [Office for Student Involvement \(OSI\)](#) oversees student organizations, leadership and volunteer opportunities, and campus programming, as well as offers a number of services for students and departments at Oakland University including banner printing, equipment loan, posting printed materials, student organization mail services, storage units, and room reservations outside the Oakland Center.

Ways faculty can collaborate with the Office of Student Involvement

- ❑ Include in your syllabus that the Golden Grizzlies Pantry provides nutritious food and hygiene products at NO COST, as well as campus & community referral assistance, to students who are food-insecure. Walk-ins are welcome. Open year round. Refer students to [The Golden Grizzlies Pantry website](#).
- ❑ If your course involves students engaging with the OU community and local communities, the OSI provides a range of opportunities from service learning and volunteering to developing leadership, communication, and team-building skills.
- ❑ If you are a faculty advisor to a student organization, work with the OSI to make the best use of available resources and services. If you are interested in being a faculty advisor, contact the OSI.
- ❑ Spread the word about a department event or other student opportunities by getting OSI permission to post flyers and posters on campus bulletin boards; make announcements in the OSI Newsletter.
- ❑ Take advantage of discounted tickets to the Detroit Opera House, Fisher Theatre, Fox Theatre, Music Hall Center, Michigan Renaissance Festival, professional sporting events, and other local entertainment venues. [Visit the OSI Service Window](#).
- ❑ Connect with OU's student government - Oakland University Student Congress (OUSC), student organizations funding - Student Activities Funding Board (SAFB), student entertainment - Student Program Board (SPB), student television/video services - Student Video Productions (SVP), major campus lectures - Student Life Lecture Board (SLLB), student newspaper - The Oakland Post, and student radio - WXOU.

Programs and Services

- Approve Printed Material for Posting Around Campus
- Banners (make and hang in the OC and around campus)
- Campus Programs, Activities, and Events (i.e., Welcome Week and OU Homecoming)
- Diversity and Inclusion Programs
- Golden Grizzlies Food Pantry
- Fraternity and Sorority Life
- GrizzOrgs (student organizations information and campus events calendar)
- Leadership and Volunteer Center; Service Learning/Volunteer Opportunities
- OSI Newsletter (published weekly during fall and winter semesters; biweekly summer semester)
- Postage Stamps and Domestic Faxes
- Registration and Recognition of Student Organizations
- Service Window (ticket sales and event sign ups)
- Student Resource Center (computer lab, mailboxes, meeting space, printing, storage)

Honors College

210 Oak View Hall | 509 Meadow Brook Rd | Rochester, MI 48309

Phone: (248) 370-4450 | oakland.edu/hc

Mission: The mission of The Honors College is to provide bright and ambitious students the greatest support to achieve all that they can. The Honors College is about encouraging aspiration, ability and commitment. The students in The Honors College major in a range of subjects. What often makes them distinctive is the level of their engagement, their motivation and their potential to be ‘game-changers’. We invite creative, informative, and exciting course proposals from all Oakland University faculty interested in teaching in The Honors College. Honors College courses are offered in the following general education areas: Literature, Arts, Social Sciences, Western Civilization, Formal Reasoning, Natural Science and Technology, and Global Perspective.

Proposing Honors College Courses: Honors College courses fulfill HC students’ general education requirements for the areas listed above. Course proposals are submitted electronically. HC classes are capped at 20 students and are intended to be interactive and innovative. Each course we offer is reviewed by the Honors College Dean. The Honors College Course Committee, which includes advisors and students, can offer the Dean additional support and thoughts.

The Honors College is also home of the university’s Presidential Scholars, who also benefit from the strength of support in the college.

Honors Senior Thesis/Project: Student Research with Faculty Mentor: The Honors Thesis/Project is a comprehensive research or creative effort that offers students an opportunity to work closely with faculty members on advanced research topics or creative endeavors. In the year before graduation, the student and mentor are asked to sign an agreement that indicates they will continue to work on the project collaboratively as needed until it is completed. The role of the faculty mentor includes:

- Suggesting relevant sources pertaining to the agreed upon project
- Providing guidance, support and feedback as needed
- Promptly communicating with students throughout the thesis project period
- Providing the student with advance notice (1-2 weeks) of an extended period of absence
- Reaching out to the Honors College staff and faculty with any problems or concerns
- Working with thesis faculty and staff to facilitate tracking student progress
- Writing an evaluative paragraph at the completion of the project that assists in determining “thesis with distinction” and other thesis awards

The student, supported by their faculty mentor and the HC teaching team, bases their thesis/project on a proposal developed during the HC 3900 thesis/project proposal class, which is most often taken in the year before graduation. Mentors will be invited to be a guest at the student’s thesis/project poster presentation at an Honors College Research Day in fall or winter. This takes place in the month before submission of the final Honors College thesis. Then The Honors College students submit their senior honors thesis/project in the month of graduation, showing their skills, abilities and interests, which have been developed with the support of their faculty mentor.

The Graduate School

520 O'Dowd Hall | 586 Pioneer Drive | Rochester, MI 48309
(248) 370-2700 | oakland.edu/grad

The Graduate School provides support and leadership to serve, oversee and advance all aspects of graduate education at Oakland University. We work with all units on campus to strategically strengthen graduate education, to develop high quality academic programs, to build a strong graduate student body across disciplines and professional fields reflective of the University's academic strengths and commitment to diversity.

Responsibilities

Oversee Policies: Commitment to Excellence

- Graduate Council - Academic Policies and Procedures/Governance
- Graduate Program and Curriculum
- Course Catalog and Development
- Academic Program Review
- Graduate Academic Faculty and Program Services
- HLC Accreditation

Serve Graduate Students

- Readmission & Program Transfer
- Plan of Study
- Transfer of Graduate Credit
- Oversees Graduate Assistant contracts, Fellowships and scholarship
- Academic Standing, Probation and Dismissal
- Petition of Exception
- Events: Graduate Students research conference, orientations, social and professional events for PhD and master's students

Serve Prospective Students

- Graduate Recruitment (strategies and implementation)
- Graduate Admission Services
- Graduate Student Progress, Retention

Preparation for Graduation

- Dissertation and Thesis Services
- Manage the Application to Graduate
- Approve Final Graduate Degree Audits
- Progress toward graduation

Serve Academic Units

- Collaboration Agreements
- Graduate Program and Curriculum Development
- Provides Data and Data Analysis
- Supports Progress Towards Degree
- Retention Analysis and Strategies

Additional Resources

- Collaboration with ISSO, Writing Center, OU Libraries, Career Services and Student Affairs to develop and deliver services for graduate students.
- [Faculty Resources](#)
- [Graduate Catalogs](#)



Academic Success Center

1100 Wilson Hall | 371 Wilson Blvd | Rochester, MI 48309
(248) 370-4215 | oakland.edu/asc

As a faculty member, your support and involvement with the [Academic Success Center](http://oakland.edu/asc) is central to student success at OU. We provide students with free, personalized academic support to help them become independent learners and develop effective study skills. **For questions, please contact: Deb Cash, Director @ 248-370-4460 or e-mail djcash@oakland.edu**

PEER TUTORING

- Available for traditionally difficult undergraduate courses
- Drop-in and appointment tutoring available

SUPPLEMENTAL INSTRUCTION (SI)

- Provides regularly scheduled (2-3 times a week), out-of-class, peer facilitated sessions
- Helps students review notes, understand and apply key concepts and prepare for tests
- Targeted for traditionally difficult academic courses

STUDY GROUPS

- Students can attend on a weekly basis
- Offered for high-demand courses that do not have SI
- Facilitated by a peer who has successfully completed the course

MORE SUPPORTS

- Students can be referred to meet with a [team member](#) for a variety of academic support
- Some topic examples are study strategies, time management and test taking skills
- Staff dedicated to residential academic support
- Various student [resources](#) on our website

HOW YOU CAN HELP

- Add information on your Moodle page or link to our [website](#).
- [Schedule](#) a visit or have a team member be a guest speaker on a variety of study strategy topics.
- Donate an old exam or study guides to be used as a study resource.
- Describe our services as beneficial to all students and as a great investment of their time.

Disability Support Services

202 Wilson Hall | 371 Wilson Blvd | oakland.edu/dss | (248) 370-3266

The [Office of Disability Support \(DSS\)](#) provides support services & auxiliary aids and determines reasonable academic accommodations for students with documented disabilities. DSS assists faculty in their responsibilities to ensure all students have equal access to classroom instruction and University programs.

Pursuant to the Federal Rehabilitation Act, Oakland University will make reasonable modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified disabled applicant or student; provided however, that no modifications will be made to requirements essential to the instruction being pursued by such student or to any directly related licensing requirements. Reasonable modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Similarly, pursuant to the Federal Americans with Disabilities Act, Oakland University will make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability; provided however, no modifications will be made that will fundamentally alter the nature of the service, program, or activity.

Examples of Services Offered

- Alternative Exam Arrangements
- Accessible Materials & Media
- Sign Language Interpreting or Real Time Captioning Services
- Assistive Technology and Training
- Note-taking Assistance

Instructors, students and DSS staff must partner, communicate and follow through on arrangements in a timely fashion. We look forward to working with you!

Guidance & Suggestions

- Consider a statement re: clearly defining general attendance policies and what is required if a student misses an exam/quiz/participation points (e.g: Do all students need to bring a doctor's note if missing an exam?)
- Clearly define course requirements and expectations on the course syllabus.
- Include an ADA statement on the syllabus.
- Select textbooks and other instructional materials early to ensure access.
- Expect a Faculty Notification Letter from the student created by DSS listing accommodations granted.
- Refer student requests for accommodations to the DSS office.
- If a request for an accommodation is questionable or seems unreasonable consult with DSS.

Sample Syllabus Statements

The Office of Disability Support Services (DSS) is the campus office responsible for verifying that students have disability related needs for academic accommodations and for planning appropriate accommodations. Students with disabilities who need academic accommodations can contact DSS in room 103A North Foundation Hall, Phone: 248-370-3266.

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. Students with disabilities who have questions about course accessibility are encouraged to contact the instructor immediately. The Office of Disability Support Services (DSS) is available to help. DSS is located in room 103A North Foundation Hall. Phone: 248-370-3266.

Faculty Notification Letter: Guidelines

1. Students can register with the DSS Office at any time of the school year. Students provide documentation that demonstrates an impairment that substantially limits one or more major life activities. The extent, duration, and impact of the impairment is assessed to prepare an individual plan for each student.
2. The FNL (Faculty Notification Letter) indicates that the student has followed University procedures to request accommodations and DSS has determined the student is ADA eligible.
3. Students must request Faculty Notification Letters from the DSS Office. The letters will not be made until they request them. We encourage students to request their FNL's at the beginning of the semester. But, they can do so at any time of the semester.
4. Please verify the date on the FNL. FNL are valid for one semester. If the letter is outdated, please request that the student provide an updated letter that corresponds to the current semester.
5. Students receive paper copies of their FNL's on Oakland letterhead paper. If the student has an online class, we will email a PDF of the FNL to the student. The student may then choose to email the letter to their online instructor.
6. Students are instructed to provide the FNL to their professor as soon as possible in the semester. DSS advisers recommend that students schedule a private meeting to deliver their FNL and discuss arrangements for the provision of the accommodations listed.
7. Confidential diagnostic information is not included in the FNL. Some students choose to disclose additional information to faculty, but they are not required to do so. DSS encourages students to discuss their strengths, weaknesses and learning strategies that have proven effective for them.
8. Accommodations are not retroactive. The classroom accommodations become active after the instructor is informed with the FNL the student provides and arrangements have been discussed.
9. Accommodations are approved based on documentation of disability, not specific classes. If the instructor thinks that an accommodation approved by DSS may alter the essential requirements of the course or alter the nature of the course, DSS should be contacted as soon as possible so that the instructor, student and DSS can consult about other options for providing equal access.
10. The extended testing time-time and a half accommodation (1.5x) is to be provided by the professor. All other testing accommodations are provided to the student by the DSS office.

Faculty Notification Letter: Sample

CONFIDENTIAL:

FACULTY NOTIFICATION LETTER

Issued September 9, 2017 for Fall 2017

FROM: Director, Disability Support Services

RE: Christie Gough (G00123456)

Pursuant to the Federal Rehabilitation Act, Oakland University will make reasonable modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified disabled applicant or student; provided however, that no modifications will be made to requirements essential to the instruction being pursued by such student or to any directly related licensing requirements. Reasonable modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Similarly, pursuant to the Federal Americans with Disabilities Act, Oakland University will make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability; provided however, no modifications will be made that will fundamentally alter the nature of the service, program, or activity.

The student has provided documentation to the Disability Support Services (DSS) Office of a disability and is eligible for the following accommodations:

- **Extended Testing Time (1 ½)** on quizzes and exams. Professor will provide the accommodation for the student whose only need on exams is extended time.
- **Note taker: Please see attached instructions, “How to Identify a Note taker”**

Your assistance with this student is greatly appreciated. Please contact the DSS office with any questions and/or concerns at 248-370-3266, [Lori Szarama](#), or [Christie Gough](#).

SAMPLE LETTER



Graham Health Center

408 Meadow Brook Road | (278) 370-2341 | oakland.edu/ghc

[Graham Health Center \(GHC\)](#) provides convenient, affordable, high quality health care right on campus. We are staffed by certified Nurse Practitioners and Physician Assistants who have extensive education and clinical training. A physician collaborates/consults with GHC providers as needed, and is available as needed to see patients who require physician care. Most insurances are accepted. GHC provides the following services:

- Evaluation and treatment of acute illness, minor injuries and chronic disease
- Mental health care and medication management including psychiatric services
- Preventative healthcare & physical exams
- Travel Medicine consultation
- Immunizations
- Prescribe and dispense prescription medication
- Laboratory testing
- Allergy injections
- Over the Counter medication and medical supplies available for purchase without an appointment

The secure patient portal is now available for accessing reporting COVID-19 vaccine, testing, and communication with GHC staff. All individuals who test positive for COVID-19 must report illness to GHC. Use of the secure patient portal is strongly encouraged.

All Oakland University students, faculty and staff as well as students from neighboring colleges are eligible for services at GHC.

OU Counseling Center

Temporarily located in 2050 Human Health Building | (248) 370-3465 | oakland.edu/oucc

The [Oakland University Counseling Center](#) (OUCC) provides a broad range of mental health services:

- Personal Counseling
- Consultation and Outreach
- Crisis Intervention
- Group Therapy with a wide array of support groups
- Substance Abuse Evaluation and Prevention

During the 2022-2023 academic year, the Counseling Center will be offering confidential teletherapy via video or phone sessions as well as in-person appointments. Counseling is provided by Licensed Psychologists and Interns. Staff that are not fully licensed are supervised by Licensed Psychologists. All OU students receive a number of free sessions and all sessions are private and confidential.

Veterans Support Services

112 Vandenberg Hall East | 502 Meadow Brook Road | Rochester, MI 48309

Office Hours: M-W: 8 a.m. - 5 p.m, Th-F 7:00 a.m- 5:00 p.m| (248) 370-2010 | vss@oakland.edu

Oakland University dedicates staff to helping students sort through federal regulations that govern college benefits earned while serving their country, ensuring that veterans can take advantage of benefits in a timely manner. We provide a supportive, welcoming environment to more than 350 veterans, service members and dependents of veterans. Whether you're on active duty, in the reserves, entitled to vocational rehabilitation services or have dependents entitled to educational benefits, we'll do everything in our power to ensure that you achieve your academic and personal goals.

International Students and Scholars Office

328 O'Dowd Hall | 586 Pioneer Drive | Rochester, MI 48309

(248) 370-3358 | oakland.edu/isso | [Contact ISSO staff](#)

[The International Students and Scholars Office \(ISSO\)](#) is committed to the service, support, and advocacy of Oakland University's International Student and Scholar population, with the goal of building an international campus which nurtures global citizenship and multicultural appreciation. We are an inclusive and engaged international learning community where all students and scholars are able to achieve their academic and professional goals and objectives. The office currently services over 885 International Students, 26 Scholars, and 122 dependents from over 64 countries. For more information about how to bring J1 Scholars and Fulbrighters to campus see [Application for J-1 Scholar/Professor](#).

Services offered to International Students:

- Social and cultural counseling
- Immigration-related advising
- Orientation sessions
- SEVIS I-20 issuance for undergraduate, graduate, post-doctoral students, and dependents.
- SEVIS DS-2019 issuance for J-1 Exchange Visitor students, scholars, faculty, staff, and dependents.
- J-1 employment authorization requests
- J-1 concerns
- F-1 and J-1 extensions of stay
- F-2 and J-2 Dependents immigration application
- Academic Success and Student Resources
- Emergency document replacement
- Assistance requesting a change of visa status
- Reinstatement of status
- Visa and status verifying letters
- Curricular practical training (CPT) authorization
- Optional practical training (OPT) and OPT STEM authorization
- ESL concerns
- Student transfers
- Health insurance
- Tax ID/Tax concerns
- Informational seminars
- CAIR (Creating American International Relations) Program
- Cross cultural activities
- International Allies Student Organization
- ISSO Shares (Google broadcast), Covering a selected topic and general student's questions
- International Student Conference
- Coffee Hours throughout the year



Gender & Sexuality Center

104J N. Foundation | 318 Meadow Brook Rd | Rochester, MI 48309
(248) 370-4336 | gsc@oakland.edu | oakland.edu/gsc

New Coordinator (2022): Blake Bonkowski (blakebonkowski@oakland.edu x4333)

Our Mission

Founded in 2005. The [Gender and Sexuality Center](#) supports the retention and graduation of LGBTQIA students through education and retention initiatives for all members of the OU community.

Programs and Services

- Referrals to on and off campus resources
- Lending library
- Customized workshops and presentations
- Serving Up Knowledge Sessions
- Support & Discussion Group
- [Newsletter](#)
- Students, Administrators, and Faculty for Equality (SAFE) On Campus Training
- Peer Mentor Program

Annual Events

- LGBTQIA Fall Welcome Reception
- World AIDS Day
- Transgender Day of Remembrance
- Pride Month
- Lavender Graduation Celebration

Oakland University rates 4.5 out of five stars on the Campus Pride Index!

Emotional or Behavioral Support for Students

What Is My Role?

As a staff or faculty member, you are in a good position to spot someone who may be emotionally distressed. While some of this is expected, especially during stressful times of the year, you may notice someone acting in a way that is inconsistent with your normal experience with that person. You may be able to be a resource in times of trouble. Your expression of interest and concern may be critical factors in helping the individual re-establish emotional balance. You may also be able to alert the university so that an appropriate intervention can be made.

Possible Signs of Distress

- Marked change in academic performance, behavior or attendance
- Exaggerated emotional response that is obviously inappropriate to the situation
- Depressed or lethargic mood
- Marked changes in personal hygiene or weight
- Dependency (individual hangs around or makes excessive appointments to see you)
- Strange or bizarre behavior indicating loss of contact with reality
- Isolation from friends, family or classmates
- Verbal or written references to suicide
- Verbal or written references to homicide or assaultive behavior
- Prepares for death by making final arrangements or sending farewell messages

Reaching Out to Someone in Need

THE DOs:

- Speak with the person privately
- Let them know you are concerned about their welfare and express your concern in behavioral, non-judgmental terms
- Tell them you are willing to help
- Listen carefully to what they are troubled about
- Help them explore options and suggest resources
- Make referrals to the appropriate campus office
- Point out that help is available, and seeking such help is a sign of strength and courage, rather than of weakness or failure
- Maintain clear and consistent boundaries and expectations
- Recognize your limits. Faculty should not try to advise and counsel students about mental health.
- Document the interaction or incident (date, time, behavior exhibited, things said, etc.).

THE DON'Ts:

- Promise confidentiality
- Judge or criticize
- Ignore or minimize the situation
- Make the problem your own
- Involve yourself beyond the limits of your time and skill

Making Referrals

If the individual is in crisis (at risk of harm to themselves or others)

- Contact [OU Police](#): (248) 370-3331
- Walk the person to the [OU Counseling Center](#) (available Monday-Friday, 8 a.m.-5 p.m.): (248) 370-3465
- Contact the [Dean of Students](#): (248) 370-3352

If the individual is not at risk to harm themselves or others

- Refer the individual to the [SEHS Counseling Center](#) (248) 370-2633 for no-cost, weekly counseling offered for individuals coping with daily living issues. Sessions are held for career, group, couples, and family counseling and are facilitated by master's level counseling students on a semester-by-semester basis.
 - Does not have to be an OU student
 - Counseling does not impact academic records
 - Offers adolescent counseling
 - Counseling is confidential
- Suggest in a caring manner that they may benefit from meeting with a counselor at the [OU Counseling Center](#): (248) 370-3465
 - Counseling does not impact academic records
 - Six counseling sessions are free to registered OU students
 - Counseling is confidential
 - Most insurances are accepted
 - Faculty and staff are eligible for crisis counseling and referral services

Campus & Community Resources

- [OU Counseling Center](#) (in Graham Health Building)
- [SEHS Training Counseling Center](#) (in Pawley Hall)
- [Employee Assistance Program](#)
- [Common Ground Crisis Center](#)
- [Macomb County Crisis Center](#)
- [Crittenton Medical Center](#)

University Recreation and Well-Being

Recreation Center | 569 Pioneer Drive | Rochester, MI 48309
(248) 370-4732 | rec@oakland.edu

University Recreation and Well-Being (Rec Well) is taking the lead with the President's initiative to be the "Healthiest Campus for Michigan". A team of individuals including faculty, staff, and students continue to assess the current state of the University, developing programs and services, and implementing changes to achieve this status. Employees can embrace the "Healthiest Campus for Michigan" campaign by connecting with Rec Well throughout the year.

[Rec Well](#) encourages individuals within the OU community to move their mind and body through dynamic programming and services that allow individuals to take control of their health. Rec Well encourages faculty to integrate wellness into their lives because lifestyle choices and personal responsibility for wellness decisions can have an impact on the overall quality of life to create balance. The University provides free memberships for all benefit-eligible employees to support the effort of creating this balance. In addition, family members are eligible to join at a reduced rate.

The Recreation Center is known as the "home" for informal recreation, fitness, strength training, group exercise, intramural programs, club sports opportunities, as well as the venue where the University community has access to outstanding programs and services related to well-being. Rec Well works in cooperation with departments such as Graham Health Center, the Counseling Center, Environmental Health and Safety, School of Health Sciences, School of Nursing, Housing, Office of Student Involvement, OU William Beaumont School of Medicine, the Dean of Students Office, and Human Resources to provide many of the programs and services offered. Membership access to the Recreation Center, and most Rec Well Programs is included in tuition for enrolled students. Providing stress relief, study breaks and Well-Being programming to students contributes to their retention, success and completion.

Current Programs of particular interest to faculty and staff would include:

- GroupX classes
- Personal Training opportunities
- Fitness assessments
- Drop in Body Composition evaluations
- Fitness Center orientations
- Nutrition Consultations
- Nutrition Lunch and Learn programs
- Aquatic Center (located at the Recreation Center)
- Carrot Wellness App (download on iPhone or Android)
- Special events for faculty/staff (including but not limited to the annual Poker Walk, the annual campus wellness fair)

*Many of these programs and services are offered both in person and virtually.

Visit the [University Recreation and Well-Being's website](#) for current hours of operation, programs, services and facilities.

Faculty Support Services

Contact Information List

All university numbers begin with (248)-370-XXXX unless otherwise noted.

| Department | Phone | Website | Location |
|--|-------------------|-----------------------|--------------------------------------|
| AAUP Faculty Union , Executive Director (Amy Pollard) | x2005 | oaklandaaup.org | 201 Pryale Hall |
| Academic Affairs | x2190 | oakland.edu/provost | 3000 Wilson Hall |
| Academic Human Resources | x2922 | oakland.edu/ahr | 420 Wilson Hall |
| Center for Excellence in Teaching and Learning (CETL) | x2455 | oakland.edu/cetl | 200D Elliott Hall |
| Classroom Support Services (CSITS) | x2461 | oakland.edu/csits | 116 Varner Hall, 103 Elliott Hall |
| Community Engagement , Coordinator (Diane Baldwin) | x3180 | oakland.edu/community | 3000 Wilson Hall |
| e-Learning and Instructional Support (e-LIS) | (248) 805-1625 | oakland.edu/elis | 430 Kresge Library |
| IT Services (Webmail, Banner & SAIL) | x4357 | oakland.edu/helpdesk | 202 Kresge Library |
| Office of Institutional Research & Assessment (OIRA) | x2387 | oakland.edu/oira | 512 Wilson Hall |
| The Research Office | x2762 | oakland.edu/research | 529 Wilson Hall |
| Oakland University Libraries | x4426 | library.oakland.edu | Kresge Library |
| University Recreation and Well-Being | x4732 | oakland.edu/recwell | 569 Pioneer Drive |
| Registrar | x3450 | oakland.edu/registrar | 160 N. Foundation Hall |
| University Human Resources (Benefits) | x3480 | oakland.edu/uhr/staff | Wilson Hall, 4th floor |
| Women in Science, Engineering, & Research (WISER) | x4516 | oakland.edu/research | 528 Wilson Hall |
| Writing Center | x3120 | oakland.edu/ouwc | 212 Kresge Library |

OU-AAUP: Full-time and Part-time Faculty Representation and Faculty Agreement

201 Pryale Hall | 654 Pioneer Drive | Rochester, MI 48309 | (248) 370-2005 | pollard@oakland.edu | oaklandaaup.org

Letter from the OU-AAUP President

Dear Faculty,

On behalf of your colleagues on the Executive Committee, I want to welcome you to Oakland University and the OU Chapter of the American Association of University Professors. Since 1915, the AAUP has been working to secure the rights of academic freedom and to ensure the voice of faculty in shared governance across the country.

The Oakland University chapter is a bargaining unit chapter representing over 800 of OU's faculty, both tenure-track and non-tenure-track. Elected by the membership, the Executive Committee, with Executive Director Amy Pollard, guides the OU-AAUP and negotiates on your behalf with the university to establish working conditions under the auspices of our collective bargaining agreement.

This agreement covers a range of issues that affect your work lives including: employment, compensation, reappointment and tenure, professional responsibilities, benefits (including health care, dependent tuition, and retirement), discipline and discharge, and grievance procedures. The OU-AAUP works throughout the year to secure these and other rights in order to create an atmosphere for you and for all of us to do our best work in advancing the mission of the university and of higher education.

I encourage you to familiarize yourself with the collective bargaining agreement and to learn more about the crucial work being done on your behalf by this chapter of the AAUP. Each faculty member should have received a copy of The Faculty Agreement and a dues/fees form. Both can also be located on the [OU-AAUP website](#). Please visit the website or feel free to contact me, Karen Miller (kjmiller@oakland.edu), [Amy Pollard](#) (pollard@oakland.edu) or any member of the Executive Committee to learn more about how to get involved in this essential voice for the faculty.

Once again, welcome to campus!

Karen Miller, President OU AAUP Associate Professor of History
kjmiller@oakland.edu

Find us on: Instagram [@aaupoakland](#) Twitter [@OaklandU_AAUP](#) [Facebook](#) [YouTube](#)

Tenure: University Standards for Re-employment, Promotion and Tenure

Please refer to the latest [2021-2024 Faculty Contract](#) for detailed information, which is hosted on both [OU Human Resources' General Information webpage](#) and the [OU-AAUP Agreement webpage](#). Also refer to your own unit's Review Statement, which contains criteria and procedures specific to your department and/or school.

The Oakland University Chapter of the American Association of University Professors (OU-AAUP) website has links to PDF file versions of the current and past Agreements between Oakland University and the OU-AAUP. All new faculty should receive a physical copy of the contract during hiring. A [PDF version of the current contract](#) can always be obtained online.

The "University Standards for Re-employment, Promotion and Tenure" are established by Oakland University and form the basis of all recommendations and decisions regarding faculty re-employment, promotion and tenure. Oakland has the legal responsibility and right, at its discretion, to amend or modify the University Standards. Should Oakland, after prior consultation with the Association, choose to modify these standards, a copy of the revised document will be distributed to the Association and to all faculty members.

The University Standards for Re-employment, Promotion and Tenure can be found in the latest OU-AAUP Contract for detailed information (the "Agreement"). These general requirements are applied along with the specific Review Statement criteria currently in force for your unit (department and/or school). Review Statements are revised at least every five years and must be approved by the unit's CAP and then the university FRPC, and finally Oakland. Units also have Workload policy documents that are Oakland-approved. Together, the Agreement, the unit's Review Criteria, and the unit's Workload policy formulate guidance for faculty career progress. The OU-AAUP strongly recommends that new faculty confirm that they have the most recent Oakland-approved versions:

- The OU + OU-AAUP Agreement (currently 2021-2024)
- Department / Unit / School Review Statement
- Department / Unit / School Workload policy

In all reviews for tenure and promotion, Oakland will consider the candidate's entire record, emphasizing efforts and accomplishments since attainment of current rank. The candidate's record at Oakland University generally will be of particular importance. Oakland's evaluation of the candidate will consider:

- the programmatic and institutional setting of the candidate's work at Oakland and the nature of the candidate's assignments and responsibilities;
- the quality of the candidate's accomplishments;
- the relation of all these factors to the objectives of the area or department, the goals of the college or school or institute, and the mission and long range vision of the university.

Oakland's evaluation focuses on the candidate's efforts and accomplishments in three areas:

- teaching or performance as a university librarian, as appropriate to the appointment;
- intellectual contributions such as scholarship, research, and creative activities;
- service.

Faculty Titles at Oakland University

Full-Time Faculty (Members of the AAUP)

- Tenured and tenure-track titles
 - Professor
 - Associate Professor
 - Assistant Professor
 - Instructor
- Renewable contract titles, not eligible for sabbatical leaves; research fellowships; travel funds
 - Research Professor
 - Professor of Practice
- Special Instructors: Renewable, with job-security
- Visiting Professor: Renewable contract up to four years maximum

Part-Time Faculty

- Special Lecturers (Members of the AAUP): Teach at least 16 credits per year; 8 of which must be during the Fall or Winter semesters
- Lecturers: Teach fewer than 16 credits per year

Information provided by the AAUP (2022)

Basic Tenure Process at Oakland University

C.1 Review (during the second year of the appointment)

- Prepare the dossier and backup file according to unit instructions during the fall
- Unit votes on the case in time to forward it to the Dean's office by February 1
- Dean reviews the case (negative reviews will be forwarded to the appropriate CAP) with a recommendation forwarded to the Provost

C.2 Review (during the fourth year of the appointment)

- Prepare the dossier and backup file according to unit instructions during the fall
- Unit votes on the case in time to forward it to the Dean's office by February 1
- Appropriate CAP reviews the case by March 15 (negative reviews will be forwarded to FRPC)
- Dean reviews department and CAP reports and forwards the Dean's recommendation to the Provost

C.4 Review (during the sixth year of the appointment)

- Prepare the dossier and backup file according to unit instructions during the fall
- Unit votes on the case in time to forward it to the Dean's office by February 1
- Appropriate CAP reviews the case by March 15 and sends its report to FRPC
- If the decision is for tenure, promotion and tenure shall be effective August 15 of the review year

e-Learning and Instructional Support (e-LIS)

430 Kresge Library | 100 Library Drive | Rochester, MI 48309
(248) 805-1625 | oakland.edu/elis

[e-Learning and Instructional Support](#) assists faculty, staff, and students in the use of e-learning technologies. We provide the following [e-Learning Services](#):

Program Development

Areas looking to start new [online programs](#) (fully, partially, HyFlex) or change current program modalities can get support by working with e-LIS. They provide initial market analyses using Analyst, help conceptualize course delivery options, assist with navigating the governance process, and collaborate on developing program marketing strategies. Contact elis@oakland.edu for more information.

Instructional Design Services

e-LIS instructional designers (IDs) help faculty and staff increase engagement and ensure quality in their Moodle courses and eSpaces. Services include demonstrating best practices, reviewing course content, designing interactive lessons, improving digital accessibility, or in some cases collaborating with faculty to build entire courses. Schedule a [one-on-one consultation](#) to work with the ID team.

Faculty Development

e-LIS offers multiple development opportunities for OU faculty and staff who teach online:

- The [Quality Online Teaching Certification Courses](#) provide a solid foundation for teaching online and an opportunity to more deeply explore online learning best practices.
- The [Online Course Review](#) provides a thorough review of your course using the [Online Course Quality Scorecard](#) to assess quality standards.
- The [Workshops](#) cover various topics and we can tailor sessions for department-specific needs.
- The [On-Demand Resources](#) span varying online learning and accessibility topics, course examples, and discussion spaces.

Support Services

e-LIS offers help with [supported software tools](#) to students, faculty, and staff via phone at (248) 805-1625 weekdays, 8 a.m. to 8 p.m., and on Saturdays, 10 a.m. to noon. [Online support request tickets](#) and live chat are available weekdays from 8 a.m. to 5 p.m. e-LIS also has many [Online Student Services](#) available.

Help Library

e-LIS maintains a [faculty help library](#) of useful and thorough documents and videos to assist faculty and staff in navigating the online applications available at OU.

They also offer a [student help library](#) to assist students with Moodle, as well as the other online applications used by OU faculty for online learning.

OU Libraries

Your department's liaison librarian can answer your questions about the Libraries' services and collections. Identify your liaison and learn more about the services we provide:

[OU Libraries' Services for Faculty](#)

Research Support

- **[Research Assistance](#)**: Schedule a research consultation with your liaison or contact our Research Help service via phone, email and IM.
- **[Research Data Support](#)**: Our Research Data Librarian can support you in writing a data management plan and in managing your research data.
- **[Publishing Support](#)**: OU Libraries guide scholars in matters relating to scholarly communication, publishing and research dissemination.
- **[Document Delivery](#)**: In addition to traditional interlibrary loan and document delivery, the Libraries offer a free copy service to faculty for print materials in the library.
- **[Authors@Oakland](#)**: This annual event, sponsored by the Libraries and the Senate Library Committee, showcases Oakland faculty's book and article publications.

Teaching Support

- **Library Instruction**: Librarians can provide instruction sessions in a variety of formats on discipline-specific research tools and skills. [Contact your liaison](#) to request synchronous/asynchronous online instruction or an in-person session.
- **Course Reserves**: Both print and digital reserves options are available to facilitate students' access to course textbooks and supplemental materials. Contact [Access Services](#) for details.
- **Instructional Technology**: OU librarians have created numerous resources to help you incorporate library services and resources into your courses, including the heavily-used [Academic Integrity in Research & Writing](#) and [Copyright and You](#) micro-courses. Contact your liaison librarian for more ideas about how to integrate library materials into Moodle.

Library Collections

Search for books, articles, documents and other materials simultaneously using [Library OneSearch](#).

- **[Research Databases](#)**: The Libraries subscribe to more than 200 general and discipline-specific research databases, many of which provide full-text access to articles. For citation-only databases, the "Get It @ OU Libraries" link will locate the article in another database, if available.
- **[Journals](#)**: The Libraries subscribe to extensive online journal collections from publishers such as SAGE, Wiley, Springer, Elsevier, and many university presses.
- **[Audio, Data, Image & Video Resources](#)**: We provide online subscriptions to data repositories, streaming video and music services and online image libraries, as well as DVD, CD, and LP collections in the Kresge Library.

Center for Excellence in Teaching and Learning (CETL)

200D Elliott Hall | 257 Varner Drive | Rochester, MI 48309
oakland.edu/cetl | cetl@oakland.edu | (248) 370-2751

CETL events and services are returning to campus while still offering online options.

CETL offer workshops and other events in-person with an online attendance option as often as possible. These events will complement our robust online asynchronous resources, which can be found on our [Teaching Resources webpage](#). See specific resources for [Toward Post-COVID Teaching](#), which offer ways to facilitate learning in flexible, accessible ways.

The **MISSION** of [the Center for Excellence in Teaching and Learning \(CETL\)](#) is to support, promote and enhance student, faculty and university success in our diverse academic community. CETL enhances student success and learning by supporting the overall success of the faculty and the university community through pedagogical, professional and leadership development.

Promoting Student Success through Pedagogical Development

- Workshops
- Coffee and Conversations
- Faculty Development Institutes
- Learning Communities
- Graduate Teaching Assistant Series
- Conferences
- Teaching Tips
- Instructional Fair
- Resource Library
- Teaching Resources
- UDL/ADA Resources

[Sign up to receive weekly announcements and resources.](#)



Promoting Faculty Success through Professional Development

- Consultations
- Mentoring
- New Faculty Orientations
- New Faculty Handbook
- Scholarship of Teaching and Learning (SoTL)
- Teaching Grants
- Conference Travel Grants
- Quick Notes – tutorials and guides to university processes
- Instructional Fair – university-wide exhibition of teaching
- Virtual Training, recordings and modules
- Faculty Fellows
- Library/resources – library of books and resources plus online articles and videos

Promoting University Success through Leadership Development

- Campus-wide initiatives to enhance teaching and learning
- Department Chair Leadership Development: retreat, forum, manual, part-time CETL fellow, and other resources offered in the Chairs Corner webpage.
- Departmental consultations
- Collaborations with Senate Committee on Teaching and Learning, e-Learning and Instructional Support and student support service

[Sign up to receive weekly teaching tips.](#)



Classroom Support Services (CSITS)

(248) 370-2461 | oakland.edu/csits | Send help tickets to: csits@oakland.edu
Monday-Thursday 7:00 a.m. - 8:00 p.m. | Friday 7:00 a.m. - 6:00 p.m. | Saturday: TBD

Classroom Technology Training: One-to-one or group classroom technology orientations and hands-on demonstrations by appointment. Topics include use of the classroom control system and components including: basic web camera with built-in microphone, video projector, computer, document camera, DVD/Blu-ray player, electronic whiteboard and interface connecting cables for personal devices. For training on using the upgraded in-room cameras and microphones please watch [Classroom Video System Training](#) first. CSITS will be bringing on more classrooms during the course of the 2022-23 academic year, unfortunately due to equipment shortages and shipping delays, all planned rooms are not completed. See an [updated list of Grizzflex classrooms and their status](#).

Classroom Technology Issues: For all classroom technology issues contact [Classroom Support](#). Many issues can be handled over the phone with our remote management tools. For issues that can not be handled remotely we have technicians that can be dispatched to your classroom.

CSITS Classroom in a Box (Equipment Checkout): The Classroom Support Service Center has instructional equipment for checkout. We have a limited supply of document cameras, microphones, web cameras, annotation panels, and laptops (with built-in webcam and microphone) available for checkout for one semester at a time. Whatever you need can be placed in a Classroom in a Box Kit. Email: csits@oakland.edu to reserve your equipment.

Classroom Access: A General Purpose Classroom (Z4) key opens the door to all General Purpose Classrooms (except for Hillcrest Hall). Access to Hillcrest Hall's General Purpose Classrooms is via swipe card access using your GrizzCard. To obtain a Z4 key or set up swipe card access, please contact [Classroom Support](#). Access to non-General Purpose Classrooms is controlled by individual space stewards, Classroom Support is unable to unlock any non-General Purpose Classrooms. Z4 keys are checked-out for the duration of your tenure with Oakland University (please have your GrizzCard at time of checkout). If you are unable to return your key at the time of completion of your service with us, there will be a \$5.00 charge in order to replace the missing key.

Please lock classrooms after each session to prevent equipment theft or misuse.

Classroom Software Requests: For a list of installed software and other software available by request, visit the [Classroom Support Service Center](#).

Equipment Reservations: Supplemental equipment items such as wireless microphones and web cameras are available for virtual teaching and lecture capture needs.

Report General Classroom Issues: Please help us and report ANY classroom condition issues or concerns such as general cleaning, damaged or missing furniture, room lights, floor covering damage, window blinds, etc. We will work with Facilities Management and others to correct all issues ASAP.



OU Help Desk

202 Kresge Library | 100 Library Drive | Rochester, MI 48309
(248) 370-4357 (HELP) | oakland.edu/helpdesk | Send help requests to helpdesk@oakland.edu |
Monday-Friday 8 a.m. - 5 p.m.

The [OU Help Desk](#) is a one-stop-shop for information or assistance with desktop technology resources. The OU help desk can help with the following items:

- Computing problem resolution
- Supported hardware and software services
- Information operators
- Implementation and review of best IT desktop practices
- Desktop voice and data user interfaces, training and support

Questions about login issues? Call the help desk for assistance with password reset or account logins.

Need Microsoft Office software? The Help Desk will install university campus software on your university device.

Working from home and need VPN access? The Help Desk can assist with VPN and DUO issues.



Writing Center

(248) 370-3120 | OUWC@oakland.edu | oakland.edu/ouwc

The OUWC is the literal and conceptual “Write Space” for all members of the OU community at any stage of the composing process. We provide genre-specific and data-supported support 1) to advance the specific purposes of individual writers and 2) to facilitate a rich culture of writing across campus. Faculty and well-trained peer writing consultants from multiple disciplines help campus writers anticipate the needs of their audience and build their composition toolbox.

We help undergraduate students:

- Comprehend assignment goals
- Identify audience, situation, and purpose
- Articulate and organize thoughts
- Develop clear and concise theses
- Formulate informed arguments
- Appreciate how errors in grammar and mechanics may interfere with their message
- Learn and follow APA, MLA, Chicago, and other documentation styles
- Write with confidence

We help faculty and graduate students:

- Draft or revise manuscripts for publication
- Represent their methodology and methods of inquiry in disciplinary appropriate ways
- Understand and report their statistical findings
- Craft or revise an assignment
- Examine revision-facilitating feedback strategies
- Integrate disciplinary writing expectations into course content
- Document accomplishments for tenure review
- Compose a personal statement
- Create or revise a curriculum vitae

In addition to offering one-on-one consulting and customized classroom presentations, the OUWC hosts the following programs for faculty and their students. For more information about these services, contact Dr. Sherry Wynn Perdue, Director, at (248) 370-3105 or wynn@oakland.edu.

- **Rosen Supervision Fellowship:** A fellowship program for faculty to explore their roles as graduate supervisors, particularly their ability to provide revision-facilitating feedback on high-stakes documents, such as publications, theses, and dissertations.
- **Sit Down and Write!** A bi-monthly graduate writing retreat (with lunch) that provides accountability in a distraction-free environment.
- **Dissertation 101:** A monthly workshop series for graduate writers on such topics as data storage, writing with statistics, literature reviews, copyright and fair use, and IRB troubleshooting.
- **Rosen UG/Faculty Research Fellowship:** A fellowship for undergraduate/faculty pairs who collaborate on a research publication with the assistance of the writing center.

Community Engagement

Suite 3000 Wilson Hall | 371 Wilson Blvd. | Rochester, MI 48309 | (248) 370-3810 | oakland.edu/community

- Do you have experience working with community partners to solve problems?
- Do care about social justice or want to learn more about it?
- Do you have an interest in applying your knowledge in an urban setting?
- Would you like to be connected to community partners?
- Do you value service learning experiences for your students?
- Do you want to learn about or share your strategies for working in the community?
- Do you want to morph a current course into a Service Learning course?

If you answered yes to any of the questions above, we want to hear from you!

Our community partners in the southeast (SE) Michigan area welcome OU students and faculty for service learning, volunteerism, class activities or experiences, research, collaborative grants and more. Although we work in metro Detroit, the entire SE Michigan area and across the country, our focus area is Pontiac, where we focus on six key areas: Education (PK16), Arts & Culture, Nonprofits & Neighborhoods, Civic Engagement, Health & Wellness and Business & Workforce Development.

How are you going to get engaged?

What we do

- Help you get started in thinking how you can become involved in community
- Deep dive into conversations around community engagement topics
- Foster cross-discipline, cross-campus relationships and teams
- Connect faculty to community partners
- Provide ongoing community engagement communication, both internally and externally, including information about community engagement, peer-reviewed journals and conferences where you share your work in the community and learn what others are doing
- Identify needed infrastructure at the University to support community work
- Hold community meetings to identify need and mutually beneficial activities between OU and the communities with which we work/serve

Events: Annual Town Hall for the OU/Pontiac Initiative; community meetings

Resources of interest

- [Oakland University Strategic Plan Dashboard](#)
- [Community Engagement at OU & Goal 3](#)
- [Community Engagement Website](#)
- [Faculty Resources](#) (sign in using your NetID)
- [Center for Civic Engagement](#)

To begin a conversation:

- [Diane Baldwin](#), Campus-Community Engagement Coordinator, baldwin3@oakland.edu, 248-370-3810
- [Teresa Rodges](#), Senior Director, Pre-College Programs and Coordinator for the OU/Pontiac Initiative, trodges@oakland.edu, 248-370-3087



The Research Office

529 Wilson Hall | 371 Wilson Boulevard | Rochester, Michigan 48309 | (248) 370-2762 |
oakland.edu/research

[The Research Office](#) offers a wide range of support and training to OU faculty to help faculty develop a robust and fulfilling career in research, scholarship, and/or creative artistry. Support begins before faculty are hired, well in advance of appearance on campus or any grant proposal in development. That support continues all the way through award closeout, and begins anew with a new proposal to continue a line of research. The Research Office includes Research Development, the Office of Sponsored Programs, and Compliance, in addition to faculty development.

Research Development Officers provide assistance to researchers, scholars, and creative artists (individually or in teams) to build capacity, help with positioning, develop research plans, identify and prioritize funders to approach, help understand guidelines and requirements, build collaborative teams, and craft strong proposals for external funding.

The Office of Sponsored Programs is the authorized organizational representative through which Oakland University submits and receives external (governmental, private foundations, and industry) funding for faculty research, artistry, and community engagement projects. The Grants and Contracts Officers support faculty through the process, from developing competitive and compliant proposals, through award management, to project close-out.

The Research Office also reviews startup packages to help ensure that requests are in line with the faculty member's research needs.

- **Research Development**
 - Andrea Buford - Nursing (abuford@oakland.edu)
 - Lori Simoes - Engineering; Business; Education; Social Sciences (lorisimoes@oakland.edu)
 - Michael Spires - Physical, Mathematical and Life Sciences; Arts; Humanities; Medicine; and Eye Research Institute (mspires@oakland.edu)
 - David Stone - Health Sciences (dstone@oakland.edu)

- **Grant and Contract Support (Sponsored Programs)** - pre-award and post-award administration, searchable sponsor database
 - Andrea Buford, Director of Sponsored Programs (abuford@oakland.edu)
 - Adeline Gonzales, Proposal Support Grant and Contract Officer (gonzales@oakland.edu)
 - Jacqueline Hencsie, Award Support Grant and Contract Officer (hencsie@oakland.edu)

- **Regulatory Support:** IRB, IACUC, IBC, conflict of interest, research integrity, and [other compliance activities](#)
 - IRB protocols are processed using the Cayuse Research Administration system. Exempt and expedited protocols generally take no more than 2-3 days for approval. Full board reviews are almost always completed in one meeting.
 - Contact:
 - Michael Long, Director of Research Integrity (mwlong@oakland.edu)
 - Judette Haddad, Regulatory Compliance Coordinator (haddad@oakland.edu)
 - Kate Wydeven, Regulatory Compliance Specialist (kwydeven@oakland.edu)
 - Janet Schofding, BRSF Animal Research Facility Manager (IACUC) (schofdin@oakland.edu)
 - Domenico Luongo, Laboratory Compliance Manager (IBC) (luongo@oakland.edu)

- **Technology Transfer**
 - Michael Long, Executive Director (mwlong@oakland.edu)

- **Training and Faculty Development**
 - PI Academy (for early-career faculty)
 - Grants Training for the campus
 - Grants Training for specific departments and colleges
 - Managing your First Award – year-long cohort
 - CITI training
 - Other trainings as the need arises, or departments/colleges request

- **Campus and Community Engagement**
 - Leanne DeVreugd, Research Diversity, Equity, and Inclusion Officer (ldevreug@oakland.edu)
 - Campus improvement: WISER (Women in Science, Engineering, and Research)
 - Community engagement: Oakland Counts

OU Senate

The [Senate](#) is an all-university governance body whose membership includes administrative officers, students and faculty members elected for two-year terms to represent their academic units. The Vice President for Academic Affairs is its presiding officer. It serves as a legislative forum that meets monthly during the academic year. The Senate recommends new degree programs to the president and the board and must approve the constitutions of colleges and schools. It determines academic policies and provides opportunity for public deliberation on issues of importance to the university. [Contact the OU Senate](#) via email at senate@oakland.edu.

Senate Committees

- Academic Computing Committee
- Honorary Degree Committee
- Academic Conduct Committee
- Library Committee
- Academic Standing & Honors Committee
- Planning Review Committee
- Assessment Committee
- Research Committee
- Athletics Committee
- Senate Elections Committee
- Budget Review Committee
- Student Academic Support Committee
- Campus Development & Environment Committee
- Teaching & Learning Committee
- General Education Committee
- University Committee on Undergraduate Instruction
- Graduate Council

Office of Institutional Research and Assessment

512 Wilson Hall | oira@oakland.edu | oakland.edu/oira | (248) 370-2387

What do we do?

- Use University Data to [Conduct Research](#)
- Monitor Trends in [Student Performance and Outcomes](#)
- Administer Surveys to OU Students
- Provide Assistance with [General Education and Program Assessment](#)

What data do we have?

- [Enrollment data](#) – by department and program
- [Degrees awarded](#) – by department and program
- [Student Survey Results](#)
- [Faculty numbers](#)
- [Grade Distributions](#)

How can we help you with assessment?

- Provide plan and report templates and share examples of completed materials
- Review assessment plans for academic programs or general education courses
- Share assessment-related materials, resources, and best practices
- Suggest ways to use assessment findings to make program and course improvements



Academic Human Resources

420 Wilson Hall | 371 Wilson Boulevard | Rochester, MI 48309 | (248) 370-2922
ahr@oakland.edu | oakland.edu/ahr

[Academic Human Resources](#) (AHR) reports to the Vice President of Human Resources with direct advisory to the Executive Vice President for Academic Affairs and Provost. Our focus is providing human resources advice and support to faculty and academic administrators regarding hiring, contract administration, reappointment, tenure and promotion process and employee relations. We also partner with University Human Resources (UHR), which provides support for academic employment, benefits enrollment, payroll and leave administration.

AHR Staff

Michelle Mich – Academic HR Administrator, 420 Wilson Hall – 248-370-2196
Cathy Rush – Special Advisor, 417 Wilson Hall - 248-370-2594

Recruitment and Hiring

Employment Services supports hiring process for faculty and academic administrators

- Posting and Recruitment
- PeopleAdmin – online application and hiring process

On-Boarding: Work Eligibility and Visas

I-9s

- Federal requirement to verify employment eligibility on or before the 1st day of work
- If you have not completed an I-9, contact UHR at 248-370-3486.

Visa Process - contacts

- J Visas – International Students and Scholars Office
- H1B Visas – AHR and Legal Affairs Office
- TN Letter – Dean and Legal Affairs Office

Benefit Eligibility

Academic and University Human Resources provide support to faculty for:

- Leaves – paid and unpaid, including Family Medical Leave Act and Paid Parental Leave
- [Flexible Work Arrangements](#)
- Tuition Waiver Benefits

- For questions regarding the tuition waiver benefit contact UHR at uhrmdp@oakland.edu or 248-370-4579
- Verifying Benefit Eligibility
 - Visit [UHR benefits page](#) and [AHR general information page](#) for more information.

Payroll and Record Maintenance

University Human Resources provide support to faculty for:

- Employment verification
- New hire process
- Payroll

Contact Teri Dean, Coordinator Personnel Records - Faculty at tmdean@oakland.edu or 248-370-2195

Promotion and Tenure

Academic Human Resources oversees the reappointment, promotion, and tenure review process.

- Process includes peer and administrative reviews
- Faculty Agreement governs
- Discuss the process and expectations with your department/unit

Leave Administration

Paid and unpaid leaves are provided through Faculty Agreement

- Sabbaticals, professional development, and research leaves
- Family Medical Leave Act and sick leaves
- Paid Parental Leave
- Always contact AHR and your department if you anticipate or experience a medical leave

Labor and Employee Relations

Academic Human Resources is responsible for:

- Contract Administration - Faculty Agreement 2021-2024
- Personnel Issues – Conflict management

For a copy of the 2021-2024 Faculty Agreement, please visit the [Academic Employment page](#).

Diversity Initiatives

AHR supports diversity initiatives in the Office of the Executive Vice President for Academic Affairs including:

- Provost Fellow for Faculty Diversity
- Post Doctoral Fellowship in Diversity and Equal Opportunity in Higher Education
- Diversity Advocates on Faculty and Administrative Professional (AP) Searches

It consults as needed with the University's Chief Diversity Officer and sits on the University's Diversity, Equity and Inclusion Council.

Faculty having issues or concerns relating to discrimination should contact the Director of the Office of Diversity, Equity and Inclusion at 248-370-3496.

Office of Diversity, Equity and Inclusion

150 Oakland Center | 312 Meadow Brook Road | Rochester, MI 48309 | (248) 370-3496
diversity@oakland.edu | oakland.edu/diversity

Oakland University is committed to maintaining a community in which everyone can work and learn together in an atmosphere that supports our differences, provides equal opportunities, and sustains a sense of belonging. The [Office of Diversity, Equity and Inclusion](#), in collaboration with the Vice President for Student Affairs & Chief Diversity Officer, provides a collaborative, advisory context for sharing information across academic and non-academic units, devising overarching strategies, making recommendations, and raising the visibility of the University's diversity, equity, and inclusion efforts. To accomplish these ends, the Office of DEI is responsible for the following:

Sexual Harassment/Sexual Assault Awareness & Prevention: The Director of DEI is the Title IX Coordinator and is responsible for compliance with Title IX by implementing training, raising awareness, and overseeing the complaint process. All reports of sexual harassment, sexual assault, and dating violence must be reported. Questions about faculty reporting obligations if they become aware of an incident of sexual assault or relationship violence shall be directed to DEI.

Recruitment in Hiring: DEI works with departments engaged in faculty and staff searches to ensure diverse applicant pools and to provide equal opportunity in recruiting and the selection process.

Equal Opportunity and Non-Discrimination: DEI provides oversight for the university's compliance efforts in the areas of equal opportunity, affirmative action, discrimination and harassment prevention. DEI also investigates complaints of discrimination and harassment, pursuant to Policy [No. 710](#) & [711](#). Please contact DEI, (248) 370-3496, if you are the victim or witness of discrimination or harassment or submit a report at oakland.edu/diversity. More information about the complaint process can be found at oakland.edu/diversity.

Accessibility: The Director of DEI is the Americans with Disabilities Act/Section 504 coordinator and works to ensure an accessible campus environment. Requests for reasonable accommodations for faculty and staff should be forwarded to DEI.

Training: DEI provides training to faculty, staff and students regarding best practices in diversity inclusion, discrimination and harassment prevention, and equal opportunity.

Outreach: In collaboration with other departments, DEI provides leadership to promote a supportive climate for all who work at the university. DEI works closely with various campus constituent groups, including employee resource groups.

Employee Resource Groups: Employee Resource Groups (ERGs) are volunteer, employee-managed groups that promote the interests of their respective constituency. Their purpose is to align diverse groups with upper-level employees to promote awareness and enthusiasm for diversity and inclusion. There currently are five ERG's: [International ERG](#), [Black/African American ERG](#), [Lesbian, Gay, Bisexual, Transgendered and Queer Ally \(LGBTQA\) ERG](#), [Women ERG](#), [LatinX](#), and the Asian-American/Pacific Islander ERG (AAPIERG).



Faculty & Staff Subdivision

Purchasing requirements are:

- Must be a full-time university employee
- Pay a one-time non-refundable \$2,000.00 sewer maintenance fee
- Pay a one-time non-refundable administrative fee of 1% of the purchase price of the home.

10% down payment of the purchase price is required for the credit union to finance the mortgage.

View [current house listings for faculty and staff subdivision](#).

Meadow Brook Subdivision History

The Meadowbrook Subdivision was established on April 21, 1960 by the Oakland University Board of Trustees. The intent of the subdivision was to provide housing for Oakland University employees in an area close to the university and an area that had limited private homes in close proximity to the campus. The university had approximately 67 lots platted for building homes that employees would finance and the university would guarantee the financing of the borrower to the lender. Fifty-five homes were built in the subdivision between 1960 and 1971 at which time a moratorium was declared by the Board of Trustees that no further homes would be built in the subdivision. The subdivision was originally managed by the Finance and Administrative division of the university. In 1996, it was transferred to the University Housing department.

The subdivision was designed such that if an employee purchased a home they could live and reside there as an employee and continue on if the individual retired from Oakland University. This right passed on to a surviving retiree spouse but did not become a part of the estate of the employee nor did rights pass on to surviving children.

If an employee resigned from the university, the right to live in the subdivision was rescinded. There are several versions of the Ground Lease that have been executed from 1960 until today. The earliest lease allows for a six-month buyback period and the remaining leases allow for a twelve-month buyback period. During the buyback period the employee is expected to exert reasonable effort to find a buyer for the property. If no buyer is found, the university will purchase the home at market value as appraised to the homes within the subdivision only.



Parking Information and Updates

Welcome to Oakland University! Oakland University has added more parking spaces in strategic lots recently in anticipation of greater demand, however, available parking may not be near your desired location depending upon your arrival time to campus. Please familiarize yourself with the parking lots and buildings. Faculty members are encouraged to arrive to campus at least 30 minutes prior to the beginning of their class as the closest available parking spaces may be some distance away from your final destination. It is recommended that you carpool whenever possible, and adhere to campus traffic and parking regulations, as OU police will be issuing citations for non-designated and handicapped parking violations and other infractions.

Information to be aware of:

- Oakland University does not charge for parking, which is shared by students, faculty and staff, and is available on a first-come, first-served basis.
- Arrive to campus early and enter the nearest parking lot in which you wish to park.
- Oakland University Police Department and Facilities Management personnel will help facilitate traffic flow and parking during the first week of the new academic year.
- Overnight parking will be allowed in certain areas of the P-1 and P-3 lots, as well as the P-5, P-11, and P-35 lots; in the Ann V. Nicholson Student Apartments lot; in the Matthews Court lots and in all covered levels of the P-29 and P-32 parking structure.
- **Snow Emergency Parking** A Snow Emergency may be declared by the University when winter weather conditions require that parking lots and/or roads be plowed. During Snow Emergencies, vehicles in parking lots (except Snow Emergency Designated Parking Lots), and metered parking spaces on the main campus must be removed for the period of the Snow Emergency so that parking lots and/or roads can be cleared. A Snow Emergency is separate from a University closing due to hazardous weather conditions (see OU AP&P 482 University Closing). Declaring a Snow Emergency, typically in effect from 10:00 PM to 6:00 AM, does not affect the status of classes or other University operations.

Additional parking information can be found at [OU Police Department's website](#). Thank you in advance for your cooperation. Be sure to monitor your OU email account for additional parking information. Working together, we can focus on the great professional and academic work OU is known for. **See the [OU Map online](#) or at the end of this handbook for a campus map and key.**

Fast Facts

Oakland University is a world-class academic institution located on 1,443 acres of wooded hills and meadows in Rochester, Michigan. A vibrant academic community, Oakland University currently enrolls more than 20,000 students, boasts more than 100,000 alumni, and delivers more than 270 programs.

[Learn more about Oakland's history, campus, and community.](#)

ENROLLMENT

- Fall 2021 student population of 17,170 (13,771 undergraduate, 3,399 graduate)
- Fall 2021 first-generation students (Among First Time in Any College students) – 33.4 percent
- Incoming freshmen average GPA – 3.51
- Incoming freshmen average ACT score – 24.9
- Incoming freshmen average SAT – 1,104

CURRENT STUDENT POPULATION

Race/Ethnicity

- Caucasian - 69.2 percent
- Black or African American - 7.9 percent
- Asian - 6.1 percent
- Hispanic or Latino - 4.4 percent
- American Indian or Alaska Native - 0.2 percent
- Native Hawaiian or Other Pacific Islander - 0.1 percent
- International - 4.6 percent
- Multiple or Unreported - 7.5 percent

Geographic distribution

- Oakland County - 38.8 percent
- Macomb County - 32.1 percent
- Wayne County - 6.9 percent
- Genesee/Lapeer/St. Clair counties - 6.7 percent
- Other Michigan counties - 7.3 percent
- Other states - 3.4 percent
- Foreign countries - 4.6 percent

Age

Undergraduate

- 15-16 - 0.1 percent
- 17-22 - 72.9 percent
- 23-34 - 23.3 percent
- 35-44 - 2.2 percent
- 45-54 - 1.0 percent
- 55 plus - 0.4 percent

Graduate

- 17-22 - 5.4 percent
- 23-34 - 70.6 percent
- 35-44 - 14.6 percent
- 45-54 - 7.4 percent
- 55 plus - 1.9 percent

Gender: Female - 58 percent; Male - 42 percent

International students: 785

Resident Student Population: 1,982 (12 percent of total student population (2021))

Student Profile Fall 2021

Enrollment: 13,771 (Undergraduate); 3,399 (Graduate)

Full-Time Students: 79% (Undergraduate); 57% (Graduate)

Gender: 58% (Women); 42% (Men)

Geographic Distribution, by MI county: 39% (Oakland); 32% (Macomb); 7% (Wayne); 14% (Other)

Median Age: 21 years (Undergraduate); 27 years (Graduate)

Academic Profile of Incoming Freshmen: 1,104 (Average SAT Score);
3.5 (Average High School GPA)

ACADEMICS

Recognition

- OU moved up to the second-highest tier of research universities in the 2018 Carnegie Classification
- Oakland's business school is one of only 186 business schools of 16,000 worldwide to earn AACSB international accreditation for both business and accounting programs.
- Oakland University William Beaumont School of Medicine (OUWB) holds full accreditation from the Liaison Committee on Medical Education, meeting the standards that lead to the M.D. degree.
- Nurse Anesthesia program is ranked 18th out of 112 U.S. graduate programs in nursing-anesthesia, according to U.S. News & World Report. (2016)

Academic programs

- 146 bachelor's degree programs
- 134 doctoral, master's degree and certificate programs

Full-time faculty with doctoral degrees

- With doctoral degrees - 85 percent (2020); terminal degrees - 91 percent (2020)

Transforming health care education

- OUWB admitted its charter class in fall 2011 and welcomes 125 new medical students to campus every August for a total enrollment of nearly 500 students.
- The Human Health Building opened in fall 2012 to house the schools of Nursing and Health Sciences, and offers modern laboratories, research facilities and clinical spaces.

STUDENT-TO-FACULTY RATIO: 19:1 (2019)

FINANCIAL AID

- 75 percent of full-time undergraduate students received scholarships and grants averaging \$8,109 per student in the 2020-21 academic year.
- 43 percent of full-time undergraduate students received need-based financial aid in the 2020-21 academic year.
- More than \$1.4 million in scholarships has been awarded by the Oakland University Alumni Association to qualified OU students.

ALUMNI: More than 127,000 with 75 percent living in Michigan

CAMPUS

- 1,443 acres of wooded hills and meadows
- More than 50 major buildings
- Six co-ed residence halls, two student apartment complexes and four Greek cottages
- State-of-the-art recreation center and athletic dome
- Home to OU Art Gallery, Meadow Brook Hall, Meadow Brook Theater and Meadow Brook Amphitheater

RESEARCH

- Total Awards – \$16,109,977 (FY2021)
- Research space - 118,214 sq. ft

Noted research centers

- Automotive Tribology Center (ATC)
- Center for Applied Research in Musical Understanding (CARMU)
- Center for Autism
- Center for Biomedical Research
- Center for Civic Engagement
- Center for Data Science and Big Data Analytics
- Center for Integrated Business and Research Education (CIBRE)
- Center for Public Humanities
- Center for Religious Understanding (CRU)
- Center for Robotics and Advanced Automation (CRAA)
- Center for Social and Behavioral Research
- Clean Energy Research Center (CERC)
- Eye Research Center (ERC)
- Eye Research Institute (ERI)
- Fastening and Joining Research Institute (FAJRI)
- Galileo Institute for Teacher Leadership
- Institute for Spintronic and Microwave Technology
- Institute for Stem Cell and Regenerative Medicine (ISCRM)
- Ken Morris Center for the Study of Labor and Work
- Macomb-OU INCubator (MAC-OU INC)
- Michigan Center for Undergraduate Research (MCUR)
- Oakland University INCubator (OU INC)
- Prevention Research Center
- Reading Recovery Center of Michigan
- Southeast Michigan Economic Data Center

BUDGET: FY 2022 budget is approximately \$338 million

ENDOWMENTS: OU endowments totaled more than \$147 million as of June 2021

ECONOMIC FOOTPRINT: Nearly \$1 billion to the overall economy in 2019 fiscal year

ATHLETICS

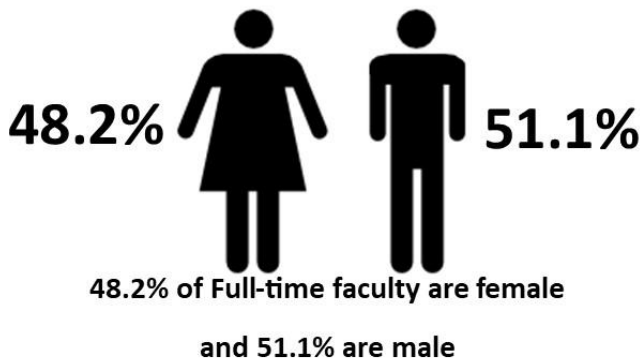
- 18 NCAA Division I men's and women's varsity sports programs
- Member of the Horizon League
- First Division I school in Michigan to add a varsity Esports team

Faculty at OU: Statistics

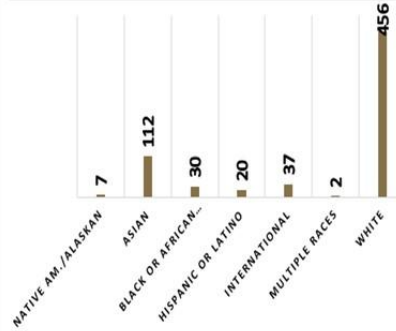
For more information, see the [Office of Institutional Research Administration's Faculty and Staff page](#).

Total Faculty: **1,227**
 Full-Time Faculty: **638**
 Part-Time Faculty: **589**

Gender

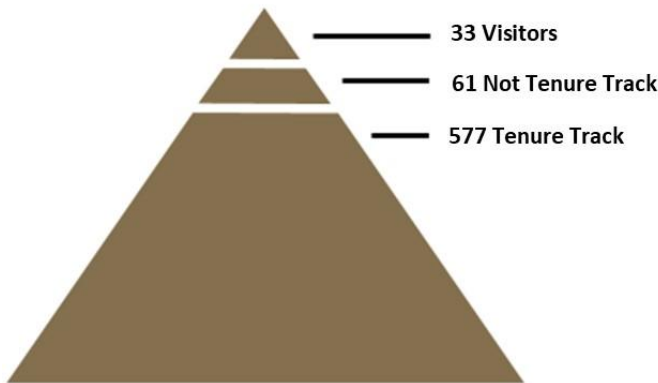


Ethnicity



This figure presents the racial/ethnic backgrounds of full-time faculty. The majority of full-time faculty are white (456), followed by Asian (112) and International (37). There are 30 full-time faculty who are Black, 20 who are Hispanic and 9 with unknown race/ethnicity. There are small numbers of full-time faculty who are American Indian/Alaska Native (7) or multiracial (2).

Tenure Among Full-Time Faculty

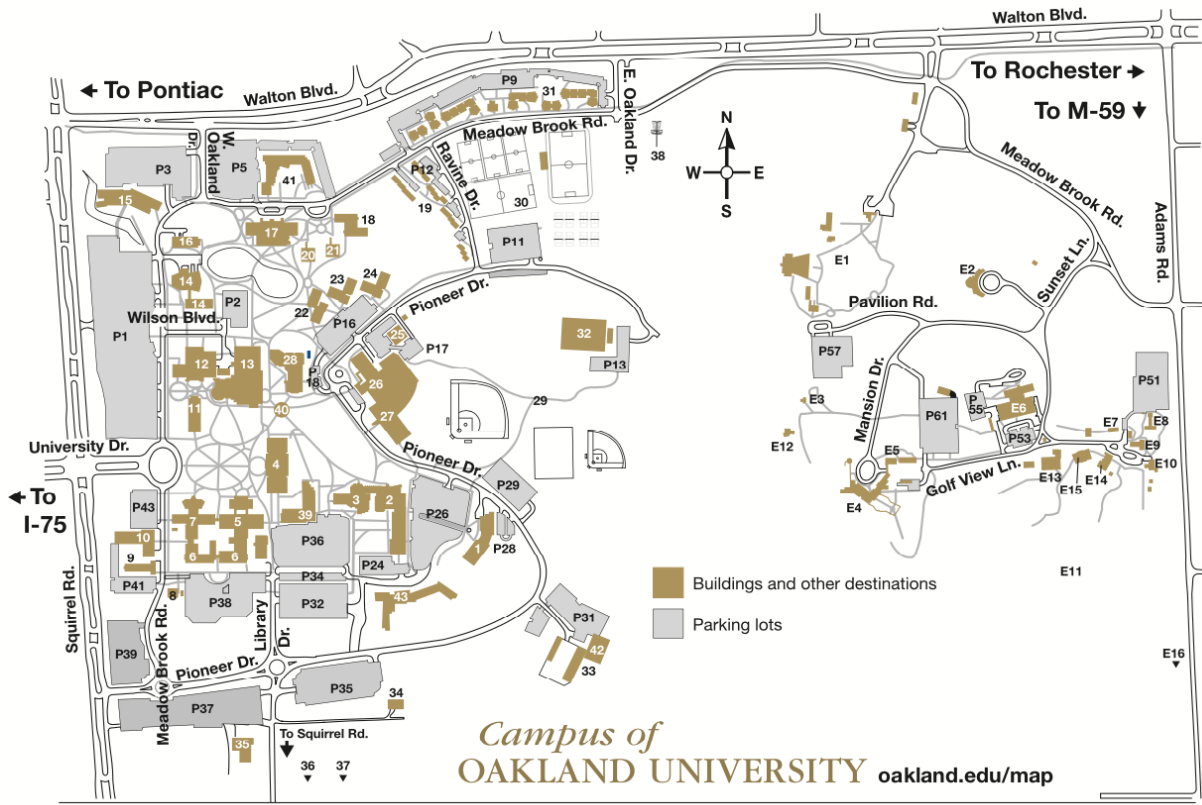


Of the Full-Time Nonmedical Faculty



48.2% of full-time faculty are female and 51.1% are male. Ethnicity figure presents the racial/ethnic backgrounds of full-time faculty. The majority of full-time faculty are white (456 faculty), followed by Asian (112 faculty) and International (37). There are 30 full-time faculty who are Black, 20 who are Hispanic, and 9 with unknown race/ethnicity. There are small numbers of full-time faculty who are American Indian/Alaska Native (7 faculty) or multiracial (2 faculty). Of full-time faculty, 90% are on the tenure-track and 97% are teaching faculty.

OU Map
See [OU Map online](#).



Main Campus

| | |
|---|----|
| Anibal House (ANI) | 23 |
| Ann V. Nicholson Student Apts (AVN) | 31 |
| Athletic Dome (AD) | 32 |
| Athletics Center (ATH) | 26 |
| • Aquatics Center | |
| • O'rena | |
| Belgian Barn | 9 |
| Buildings and Grounds | 33 |
| Central Heating Plant (CHP) | 25 |
| College of Arts & Sciences Annex (CAS) | 8 |
| Dodge Hall (DH) | 5 |
| Electrical Substation | 35 |
| Elliott Hall (EH) | 3 |
| • School of Business Administration (SBA) | |
| Elliott Tower (ET) | 40 |
| Engineering Center (EC) | 39 |
| • School of Engineering and Computer Science (SECS) | |
| Facilities Management (FM) | 42 |
| Fitzgerald House (FTZ) | 22 |
| George T. Matthews Apartments | 19 |
| Graham Health Center (GHC) | 16 |
| Grizzly Oaks Disc Golf Course | 38 |
| Hamlin Hall (HAM) | 18 |
| Hannah Hall (HH) | 7 |
| Hillcrest Hall (HCH) | 43 |
| Hill House (HIL) | 20 |
| Human Health Building (HHB) | 15 |
| • School of Health Sciences (SHS) | |
| • School of Nursing (SON) | |

| | |
|---|-----------|
| Gantry Antenna Range <i>off map</i> | 36 |
| Kresge Library (KL) | 4 |
| Lower Fields | 29 |
| Mathematics and Science Center (MSC) | 6 |
| North Foundation Hall (NFH) | 12 |
| • Admissions | |
| • Student Services | |
| • Welcome Center | |
| Oak View Hall (OVH) | 41 |
| • Honors College | |
| Oakland Center (OC) | 13 |
| Observatory <i>off map</i> | 37 |
| O'Dowd Hall (ODH) | 28 |
| • Oakland University William Beaumont School of Medicine (OUWB) | |
| • Registrar | |
| Parking Structures | P29 & P32 |
| Pawley Hall (PH) | 1 |
| • School of Education and Human Services (SEHS) | |
| • Lowry Center for Early Childhood Education | |
| Police and Support Services Building (PSS) | 10 |
| • Makers' Studio | |
| Pryale House (PRY) | 24 |
| Recreation and Athletic Outdoor Complex (RAO) | 30 |
| Recreation Center (REC) | 27 |
| South Foundation Hall (SFH) | 11 |
| Storage Facility (GUS) | 34 |
| Van Wagoner House (VWH) | 21 |
| Vandenberg Hall (VBH) | 17 |

| | |
|--|-----|
| Varner Hall (VAR) | 2 |
| • College of Arts and Sciences (CAS) | |
| • Varner Recital Hall | |
| • Varner Studio Theatre | |
| Wilson Hall (WH) | 14 |
| • Meadow Brook Theatre | |
| • Oakland University Art Gallery | |
| Meadow Brook Estate | |
| Carriage House | E5 |
| Danny's Cabin | E12 |
| Dr. Berton London Practice Area | E7 |
| Golf & Learning Center (GLC) | E10 |
| Golf Cart Storage Building | E13 |
| Golf Pavilion | E15 |
| John Dodge House (JDH) | E9 |
| Katke-Cousins and R&S Sharf Golf Courses | E11 |
| Knole Cottage | E3 |
| Meadow Brook Greenhouse | E8 |
| Meadow Brook Hall (MBH) | E4 |
| Meadow Brook Music Festival (MBMF) | E1 |
| • Baldwin Pavilion (BP) | |
| • Trumbull Terrace | |
| Shotwell-Gustafson Pavilion | E6 |
| • Clean Energy Research Center | |
| • OU INCubator | |
| Steve Sharf Clubhouse | E14 |
| • Patti Finnegan's Pub & Grille | |
| Student Organic Farm <i>off map</i> | E16 |
| Sunset Terrace (SST) | E2 |