



SENATE TEACHING AND LEARNING COMMITTEE

Annual Report 2014 – 2015

Teaching and Learning Committee

Submitted by: Kim Holka, Co-Chairperson

Date: April 26, 2015

2014-15 Teaching and Learning Committee Members:

Kim Holka Co-Chairperson (2013-2015)
Rebecca Cheezum Co-Chairperson (2013-2016)
Judith Ableser (ex-officio, non-voting)
Kayla Baszcuk (student member)
Nic Bongers (2013-2015)
Cynthia Carver (2013-2015)
Nathan Catey (student member)
Allyson Dekovich (student member)
Mary Dereski (2013-2016)
Joanne Freed (2014-2017)
Katie Greer (2013-2016)
Mark Isken (2014-2017)
Andrew Laux (student member)
Michelle Southward (2013-2015)
Josie Walwema (2013-2015)
Ali Woerner (2014-2017)

There are four primary activities of the Teaching and Learning Committee: 1) to make recommendations of one full-time faculty member and one part-time faculty member for the Teaching Excellence/Excellence in Teaching Awards; 2) to recommend allocations of the educational development grant funds; 3) to publish the committee newsletter, “Insights and Ideas for Teaching and Learning”; and 4) to sponsor faculty luncheons/workshops to promote outstanding teaching and learning practices.

The 2014 – 2015 Committee Meetings

During the fall and winter semesters, the Teaching and Learning Committee met approximately once a month (6 times with additional specific task force meetings) to plan, discuss and execute the Committee’s activities.

Teaching Excellence Award: This year's committee developed a set of Scoring Guidelines (along with Scoring Directions, see Appendix I) aimed at creating a shared understanding among committee members as to the scoring criteria for both awards. In the process of crafting these guidelines, a recommendation for edits (effective next year Fall 2015) to the application



SENATE TEACHING AND LEARNING COMMITTEE

guidelines and scoring rubric was offered (Appendix I). The call for nominations were publicized by sending e-mails to faculty and staff, on our OU website, and in the Fall Newsletter produced by the Committee. The nominations and document submission was completed online. Please refer to Appendix II for the call for nominations example.

2015 Teaching Excellence Award Nominees: Tenure/Tenure Track Nominees

NAME	Department
Amy Banes-Berceli	Biological Sciences
Cristian Cantir	Political Science
Tanya Christ	SEHS/Reading & Language Arts
John Corso	Art & Art History
Stephanie Crockett	SEHS/Counseling
Brian Dean	Electrical & Computer Engineering
Margaret Glembocki	Nursing
James Hansen	SEHS/Counseling
John Krauss	Health Sciences
Kristin Landis-Piwowar	Health Sciences
Scarlett Rebecca Leigh	SEHS/Reading & Language Arts
Jennifer Lucarelli	Health Sciences
Colleen Ludwig	Art & Art History
Shaun Moore	e-Learning & Instructional Support
Rodney Nyland	OUWB School of Medicine
Sandra Packard	SEHS/Organizational Leadership
Aldona Pobutsky	Modern Languages & Literatures
Laura Pittiglio	Nursing
Thomas Raffel	Biological Sciences
Melissa Reznar	Health Sciences
Robert Sidelinger	Communication & Journalism
William Solomonson	SEHS/Organizational Leadership
Anna Spagnuolo	Mathematics & Statistics
Amanda Stearns-Pfeiffer	English
Scott Tiegs	Biological Sciences
Xia Wang	Mechanical Engineering
Jennifer Wenson	SEHS/Organizational Leadership
Alison Woerner	Music, Theatre & Dance
Patricia Wren	Health Sciences
*** = previous winner - not eligible	



SENATE TEACHING AND LEARNING COMMITTEE

2015 Excellence in Teaching Nominee: Non-Tenure Track

Name:	Department:
Christopher Apap	English
Glen Armstrong	Writing & Rhetoric
Susan Beckwith	English
Dikka Berven	Modern Languages & Literatures
Mark Doman***	SEHS/Organizational Leadership
Lynn Galbreath Fausone	Art & Art History
Holly Gilbert	Communication & Journalism
Jared Hanna	Biological Sciences
Masako Hirokawa	Modern Languages & Literatures
Jenna Katz	Writing & Rhetoric
Christopher Kuhn	Biological Sciences
Peter Markus	English
Dunya Mikhail	Modern Languages & Literatures
Elizabeth Pare	Sociology, Anthropology, Social Work & Criminal Justice
Steven Pavloski	Nursing
Sandra Powell	SEHS/Organizational Leadership
Daniel Propson	Philosophy
Justin Remeselnik	English
Wendy Shyu	Modern Languages & Literatures
Amy Spearman	English
Laurel Stevenson	Health Sciences
Kaniqua Daniel Welch	Journalism
*** = previous winner - not eligible	

2015 Teaching Excellence Award Winner: Tanya Christ, Associate Professor in Reading & Language Arts, School of Education and Human Services

2015 Excellence in Teaching Award Winner: Peter Markus, Special Lecturer of English, College of Arts and Sciences.



SENATE TEACHING AND LEARNING COMMITTEE

Educational Development Grants: The 2015 call for Proposals was issued in the winter 2015 and can be found at <http://www.oakland.edu/TLCommittee>. Three proposals were received, approved, and granted.

#1: Aikido to Modern Dance (Thayer Jonutz, \$750)

#2: An Evening of Fairy Tales (Dikka Berven, \$750)

#3: Costume Society Symposium Attendance (Leslie Little, \$375)

The Educational Development Grant was revised and approved at the February 19, 2015 Senate meeting. Please refer to Appendix III.

Newsletters and Website: This year, the Teaching and Learning Committee newsletter was published online in the fall semester. The newsletter was designed and developed by Katie Greer and Josie Walwema. The newsletter can be found at

<https://www.oakland.edu/Default.aspx?id=32707&sid=230&CWFriendlyUrl=true>.

Kim Holka forwarded newly developed **2015-2016 Educational Development Grant Proposal** guidelines and all other website updates to ucmhelp@oakland.edu and Kathleen Buchanan at kabuchan@oakland.edu.

Teaching Excellence Nominees Luncheon: The Committee sponsored a luncheon in honor of the teaching excellence and excellence in teaching awards nominees. This was scheduled for March 27th 2015. Kim Holka and Michelle Southward, with the help from various committee members and administrative support from CETL, organized the luncheon. Ali Woerner welcomed and congratulated the nominees. Judy Ablesar attended the luncheon and provided concluding remarks on behalf of the Provost's office and represented CETL. In addition, the previous year award winner, Dana Driscoll, addressed the nominees. Two students from the Music Department, Jessica Julian and Lauren Wilson, played beautiful guitar music during the event. Nic Bongers compiled nominee's pictures and developed a power point presentation that was set up to auto slide every seven (7) seconds as an infinite loop during the luncheon. Each nominee was given a framed/signed certificate for their nomination.

Workshops: The committee co-sponsored a special session highlighting and celebrating 2014 Teaching Excellence Award winners on November 12th 2014. The Committee also cosponsored the OU-Windsor Teaching and Learning conference being held in Windsor on May 12-14, 2015.

Espace Updates: Nic Bongers will coordinate a summer working meeting to update E-space records and documents.

Budget: Kim Holka requested remaining funding be carried forward for next year and contacted Irene Fox at ext. 2571 and emailed her at fox@oakland.edu.



SENATE TEACHING AND LEARNING COMMITTEE

Appendix-I

Teaching Excellence Award Rubric

Candidate: _____

Reviewer: _____

Date Reviewed: _____

Overall Rank	Grand Total Points

Reviewer Instructions: Please enter the overall score ranging from 0-9 for each of the individual criteria category after reviewing the personal statement and the supportive documents (CV, Course Syllabus and Reference Letters).

Definition:

- Excellent (7-9 points) = Exceeds the criteria
- Good (4-6) = Meets the Criteria
- Fair (1-3) = Meet some but not all the Criteria
- Poor (0 point) = Does not meet criteria/Disqualified

Required evidence of:	Score			
	Excellent (7-9 points)	Good (4- 6points)	Fair (1-3)	Poor (0 points)
1. Teaching, Methodology and Innovation Examples include but are not limited to: a. Evidence of superior organization, instructional design and a coherent philosophy of teaching. b. Evidence of effective use of student-centered instruction and active learning strategies. c. Evidence of new or novel methods to disseminate knowledge, engage students, foster critical thinking and/or promote learning. d. Evidence of significant contributions in the				



SENATE TEACHING AND LEARNING COMMITTEE

revision of existing courses or the development of new courses.	
2. Impact on Students Learning Examples include but are not limited to: a. Evidence that teaching resulted in significant student learning. b. Distinction in facilitating student understanding and in fostering critical thinking. c. Inspiring role model to students. d. Evidence of engagement with students through activities such as academic and career advising, research, mentoring, supervising internships, career placement, sponsorship of student associations, graduate committee service, etc.	
3. Continued Growth and Development in Teaching Examples include but are not limited to: a. Evidence of steps taken to improve teaching and expertise in subject matter. b. Evidence that demonstrate an ability to solicit and reflect on feedback about teaching and to implement changes for improvement. c. Evidence of scholarly activities on teaching and learning. d. Evidence of professional presentations (presenting not attending) related to teaching and learning.	



SENATE TEACHING AND LEARNING COMMITTEE

Appendix I (continued)

January 27, 2015

TO: Senate Teaching & Learning Committee Members

FR: Award Sub-Committee (Carver, Lipson-Freed, Isken & Bongers)

RE: Review of 2015 Teaching Excellence Award Nominations

2015 AWARD OVERVIEW

This year **51 nominations were received** for the Teaching Excellence Award: 29 tenure track and 22 non-tenure track. Of those, **33 submitted complete files**. Each file should contain the following:

- Personal Statement
- CV (2-3 pages)
- Supporting Document, e.g. Course Syllabus
- Faculty/Staff Letters: 1 minimum, 2 maximum
- Student/Alumni: 3 minimum, 5 maximum

SCORING CRITERIA & DIRECTIONS

Score each submission using the award rubric and guidelines established (copied at end of this memo). Each completed file will be reviewed by 3 committee members. Please make sure you have no conflict of interest (e.g., work in the department, work on a project) with the nominee you are reviewing!

Access files at:

http://www2.oakland.edu/misc/tea/teaching_award_support.cfm?password=results

Score files at:

https://docs.google.com/a/oakland.edu/forms/d/1kxRutcgUeXBdLN1rsXMiOsvgcFLhg_WLV4Ix2_o9VhI/viewform



SENATE TEACHING AND LEARNING COMMITTEE

Appendix I (continued)

Any questions, be sure to ask! **Note: all files must be reviewed by February 9,** so that we can review scores and finalize decisions when the committee meets on February 11.

ADDITIONAL GUIDELINES

Based on nominee questions and a quick review of submitted materials, the following observations were noted and should be kept in mind when reviewing files:

- 1) Several nominees collapsed their materials (personal statement, CV, supporting document) into a single file, while others submitted extra supporting documents.

RECOMMENDATION: Look through the submitted files to ensure that all required documents have been uploaded. If extra supporting documents were provided, select one to review.

- 2) Some files appear to be missing the required minimum of support letters.

RECOMMENDATION: Look through the materials carefully, e.g. did the nominee upload a recommendation for a student or faculty member? Then, evaluate the file accordingly.

- 3) Some files appear to have exceeded the maximum number of support letters allowed (2 for faculty, 5 for students).

RECOMMENDATION: Confirm that administrator, staff and/or alumni submissions are properly identified as either faculty or student letters of support. Then, randomly select the letters you review up to the maximum.



SENATE TEACHING AND LEARNING COMMITTEE

Appendix I (continued)

Teaching Excellence Award

Senate Teaching and Learning Committee

(developed 1/21/15)

Scoring Guidelines

Look for concrete evidence of accomplishments in the narrative, supplemental materials and supporting letters. The more examples provided, the stronger the evidence.

Look for depth of reflection in the personal statement and supporting documents, e.g. this was the feedback I received from students and this is how I incorporated that feedback; or I observed a lack of personal engagement from students, which prompted my efforts to do X.

Look for patterns across the submission materials, e.g. examples of how the nominee served as a role model to students and/or faculty, or how the nominee demonstrates innovation.

Look for alignment between the nominee's philosophy of teaching and his/her reported activities, e.g. if the instructor claims to be student-centered, does the evidence support that claim?

Keep the larger context in mind when reviewing materials, e.g., How long has this instructor been teaching at OU? Do they work with undergraduate or graduate students? Do they teach introductory or specialized courses/programs?

Final Note: Our agreed-upon frame of reference when scoring applications will be to consider nominee materials relative to the other nominees, not all instructors at OU. Thus, we expect all nominees to be outstanding teachers. We do not, however, expect all nominees to score at the top of the scoring rubric.



SENATE TEACHING AND LEARNING COMMITTEE

Appendix-III

2015-2016 Educational Development Grant Proposal Guidelines

Purpose of Grant: To provide funding (ranging from \$100-\$750) for the purchase of resources/materials that enhance the development of teaching and learning.

Acceptable Requests: Include, but not limited to:

- Registration and travel to Teaching and Learning Conference, seminar, symposium, consultation (other than the Lilly Traverse City Teaching and Learning Conference that is funded by CETL)
- Travel costs to teaching and learning sites (i.e. observing innovative practices at other universities, centers, etc.)
- Fees for participation in Teaching and Learning Webinars
- Purchasing of books, software, materials to enhance teaching and learning
- Honorarium for guest speakers/consultants on teaching and learning (up to \$200)

This grant is not to support:

- Faculty or student stipends
- Accreditation preparation

Eligibility: (Open to Full and Part-Time Faculty)

Tenure-track, tenured faculty, full-time teaching instructors (i.e. special instructors, full-time adjunct and visiting professors), special lecturers and part-time instructors who have been taught a minimum of 24 credits at Oakland may apply for the grant. Each application must be supported (signature on cover sheet) by the applicant's chair/program director. Two or more faculty working collaboratively may submit a proposal for a single grant with division of payment for each participant indicated. Individuals are eligible for a maximum of \$750 in any academic year.

Proposal will include:

1. Name of faculty/instructor
2. Rank/Position
3. For Part-Time/Non-Tenure Track instructors- include how many credits have been taught at OU
4. School or Department
5. Request for funding
6. Amount of Request- not to exceed \$750
7. Provide a rationale for how funding will be used and describe how this funding will enhance your teaching and learning or how it will add to your course design/delivery/assessment.
8. Potential for matching or additional funds from other sources.
9. Estimated date of use of funding and when final report will be submitted.



SENATE TEACHING AND LEARNING COMMITTEE

10. Department Chair/Department Head signature

Final Report:

A one page report will be submitted within one semester of the use of the funds outlining how funding was used, total cost (including a copy of the receipts), and how this funding impacted your teaching and learning.

Proposal Submission: To be submitted to TLC Committee on a rolling basis during the academic year. Awards will be granted until the funding has run out. Approval will be provided within 45 days of the request.

Submission Procedure: All grant applications should be submitted in pdf. format to the chair of the Teaching and Learning Committee (or chair of grant sub-committee). Name and email of chair will be updated each year.

Fall 2015-Winter 2016: Please submit the completed and signed proposal as a pdf file to Rebecca Cheezum (cheezum@oakland.edu). Questions and/or comments should be directed to Rebecca Cheezum.