STRATEGIC PLAN 2016-2021

Center for Excellence in Teaching and Learning (CETL) | Oakland University

Cultivating a Culture of Success for All Students, Faculty, University Community
through Pedagogical, Professional and Leadership Development Opportunities

The **MISSION** of 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 opportunities.

1. **CETL enhances student success by providing pedagogical development on exemplary learning and teaching grounded in evidence-based practices.** CETL works in partnership with the University community to promote Oakland University's Strategic Goal #1: "to foster student success through a robust teaching and learning environment with comprehensive student support services." In addition to retention and program completion as measures of student success, CETL aims to promote a university culture that values and promotes deep learning, which moves beyond content knowledge to include critical decision-making, effective communication, personal and professional dispositions, and conflict management skills. Deep learning fosters resilient, life-long learners who are productive and engaged global citizens.
2. **CETL provides support for faculty success through professional development.** CETL views faculty success as one necessary component for student success. In addition to providing opportunities to develop their pedagogical practices and create student-centered learning environments, we support the total professional wellness of OU faculty and graduate students. We provide faculty members support throughout their academic career, including their transition into the university and academic lives, their mid-career engagement, and their roles as leaders in the university, profession, and community.
3. **CETL provides support to enrich the success of the University as an institution through leadership development.** CETL promotes the University's success by collaborating with other units and programs to execute its strategic plan. CETL aspires to facilitate an integrated umbrella of services to enhance organizational and academic leadership across the institution.

CULTIVATE CETL SUCCESS: In order for CETL to support student, faculty and institutional success, we need to ensure the overall success of CETL's ongoing programs and future goals. In addition to ongoing Center operations, marketing, communication, needs assessments, and evaluation and impact of our programs, additional resources (staff positions and funding) and the Provost's support will be required to meet aspirational goals.

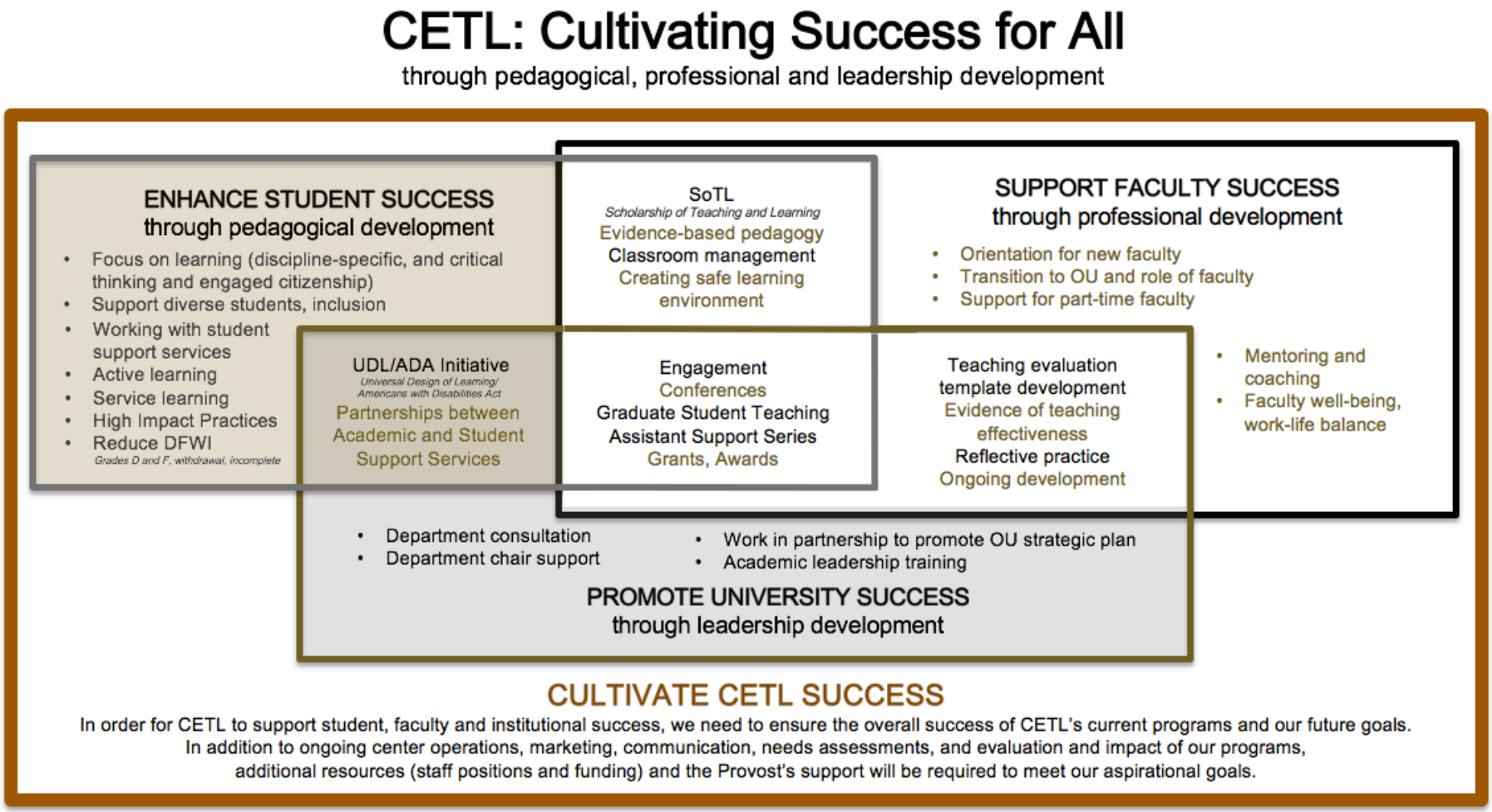

Figure 1 - *Examples of relationships among CETL responsibilities and initiatives related to CETL's strategic plan.*

CETL Strategic Plan Table 1 – Overview

Mission Statement Goal	Outcomes
1. ENHANCE STUDENT SUCCESS **CETL enhances student success by providing pedagogical development on exemplary learning and teaching grounded in evidence-based practices.** CETL works in partnership with the university community to promote Oakland University's Strategic Goal #1: "to foster student success through a robust teaching and learning environment with comprehensive student support services." In addition to retention and program completion as measures of student success, CETL aims to promote a university culture that values and promotes deep learning, which moves beyond content knowledge to include critical decision-making, effective communication, personal and professional dispositions, and conflict management skills. Deep learning fosters resilient, life-long learners who are productive and engaged global citizens.	1. To provide support in evidence-based practice to enhance learning and teaching pedagogy (e.g. service learning, experiential learning, student-centered learning, inquiry-based learning, active learning, team-based learning, problem-based learning, engaged learning, faculty connections with students). 2. To promote a culture that focuses on student learning through a robust teaching and learning environment. 3. To promote deep learning that includes content knowledge, skills and professional dispositions (e.g. critical thinking, problem-solving, effective communication, conflict resolution, stress reduction, resiliency). 4. To create partnerships and collaborations with student support services (e.g. advising, Disability Support Services [DSS], student support initiatives, Writing Center, Tutoring Center, Dean of Students) to provide training for faculty on ways to enhance student success in classes and at OU. 5. To be an active partner with student support services, student success programs and Dean of Students to create initiatives that will foster student success. 6. To provide training and support to departments, programs, and schools/college relating to learning and teaching. 7. To work in collaboration with e-Learning and Instructional Support (e-LIS) to model effective learning and teaching pedagogy using evidence-based practice. 8. To promote and support diverse learning needs in an inclusive environment. 9. To listen to student voices as to what helps them learn most effectively.

2. SUPPORT FACULTY SUCCESS **CETL provides support for faculty success through professional development.** CETL views faculty success as one necessary component for student success. In addition to providing opportunities to develop their pedagogical practices and create student-centered learning environments, we support the total professional wellness of its faculty and graduate students. We provide faculty members support throughout their academic career, including their transition into the university and academic lives, their mid-career engagement, and their roles as leaders in the university, profession and community.	1. To create and promote a culture at OU that values and recognizes excellence in learning and teaching. 2. To work with the Office of the Provost, Academic Affairs, chairs/departments and schools/college to create best practices in assessment of teaching effectiveness. 3. To provide support to new full- and part-time faculty to aid in their success in teaching, transitioning to an academic career and to the Oakland community culture. 4. To enhance the Scholarship of Teaching and Learning (SoTL) as a valued and recognized method of research and to improve one's own teaching pedagogy through this systematic scholarly process. 5. To promote reflective practice for ongoing enhancement of teaching and learning. 6. To enhance virtual resources in order to increase faculty accessibility to support. 7. To value and support part-time faculty. 8. To provide training and support for graduate teaching assistants and future faculty. 9. To provide opportunities for networking and social interaction.

3. PROMOTE UNIVERSITY SUCCESS **CETL provides support to enrich the success of the University as an institution through leadership development.** CETL promotes the University's success by collaborating with other units and programs to execute its strategic plan. CETL aspires to facilitate an integrated umbrella of services to enhance organizational and academic leadership across the institution.	1. To reinforce and promote Oakland University's mission and strategic plan. 2. To have an expanded voice on campus, and collaborate with other programs that articulate "success for all." 3. To provide resources and support for academic leadership. 4. To promote a diverse, inclusive learning environment that respects and values individual differences, and works to support success for students, faculty and staff from underrepresented and marginalized groups. 5. To promote OU's commitment to student success in the academic and general community. 6. To coordinate central, integrated services for Faculty Development and Academic Leadership. 7. To provide support to departments and schools/college in providing models to support aligning curriculum, curriculum mapping and assessment plans.
CULTIVATE CETL SUCCESS In order for CETL to support student, faculty and institutional success, we need to ensure the overall success of CETL's ongoing programs and future goals. In addition to ongoing Center operations, marketing, communication, needs assessments, and evaluation and impact of our programs, additional resources (staff positions and funding) and the Provost's support will be required to meet aspirational goals.	1. To continue to promote and market CETL programs and services. 2. To continue to assess and disseminate the impact of CETL and develop and revise programs and services to meet the needs, requests and interests of the faculty, students and university. 3. To expand the Center's involvement in research, scholarly activity and seeking of grants. 4. For CETL and e-LIS to collaborate closely for faculty support and services (separate centers but coordination of services and location next to each other). 5. To expand CETL to be able to meet the ongoing and future needs of OU.

CETL Strategic Plan Table 2 – Outcomes, Deliverables, Timeline and Outcome Measures

Outcomes and Deliverables are ranked according to priority, starting with those most essential to CETL.

MISSION STATEMENT GOAL 1: ENHANCE STUDENT SUCCESS

CETL enhances student success by providing pedagogical development on exemplary learning and teaching grounded in evidence-based practices. CETL works in partnership with the university community to promote Oakland University's Strategic Goal #1: "to foster student success through a robust teaching and learning environment with comprehensive student support services."
In addition to retention and program completion as measures of student success, CETL aims to promote a university culture that values and promotes deep learning, which moves beyond content knowledge to include critical decision-making, effective communication, personal and professional dispositions, and conflict management skills. Deep learning fosters resilient, life-long learners who are productive and engaged global citizens.

Outcomes	Deliverables	Timeline *additional funding required	Outcome Measures
1. To provide support in evidence-based practice to enhance learning and teaching pedagogy *(e.g. service learning, experiential learning, student-centered learning, inquiry-based learning, active learning, team-based learning, problem-based learning, engaged learning, faculty connections with students).*	a. Workshops	Ongoing	- Qualitative analysis of topics/content of resources/workshops showing evidence this outcome as listed in CETL Annual Report - Successful participation (mean of 10+ participants) - Successful workshop feedback (value of session - mean score 4/5) - CETL surveys of perceived impact of resources (mean score 4/5). Survey all CETL participants every 3 years - Additional forms of evidence of impact of resources as appropriate (as appropriate to individual participants)
	b. Faculty Development Institutes (year-long programs)	Ongoing	
	c. Learning Communities	Ongoing	
	d. Confidential Consultations	Ongoing	
	e. Virtual Resources	Ongoing	
	f. Quick Notes	Ongoing	
	g. Conferences	Ongoing	
	h. Instructional Fairs	Ongoing	
2. To promote a culture that focuses on student learning through a robust teaching and learning environment.	a. Provide workshops, resources, support, templates, and guidelines that focuses on learning outcomes, constructive alignment, authentic activities and assessments, rubrics, high impact practices, reducing DFWI (D [grade], F [grade], withdraw [registration	Ongoing	- CETL surveys of perceived impact of resources (mean score of 4/5). Survey all CETL participants every 3 years - Additional forms of evidence of impact of resources (as appropriate to individual participants)

	status], incomplete [grade]), improving success in gateway courses.		- OU-wide surveys to include perceived impact of CETL (to be developed at institutional level) - (mean value 4/5)
	b. Create an intensive faculty development course on effective teaching and learning, both in on-campus and online formats	3-5 years*	- Highlight course development in CETL Annual Report - Feedback survey of course (4/5) - Evidence of impact through analysis of changes implemented by faculty
3. To promote deep learning that includes content knowledge, skills and professional dispositions (*e.g. critical thinking, problem-solving, effective communication, conflict resolution, resiliency*).	a. Learning to Learn workshops	Ongoing	- Qualitative analysis of topics/content of resources/workshops showing evidence this outcome as listed in CETL Annual Report - Successful participation (mean of 10+ participants) - Successful workshop feedback (value of session - mean score of 4/5) - CETL surveys of perceived impact of resources (mean score 4/5). Survey all CETL participants every 3 years - Additional forms of evidence of impact of resources (as appropriate to individual participants)
	b. Workshops facilitated by faculty who exhibit strengths in learner-centered teaching and strong content delivery.	Ongoing	
	c. Teaching Tips that apply student-centered teaching strategies to specific content areas.	Ongoing	
	d. Learning Communities (allow for interdisciplinary and content-specific approaches to teaching and learning)	Ongoing	
	e. Establishing Department Mentors who specifically help colleagues establish best practices in teaching and learning within their discipline.	3-5 years*	
4. To create partnerships and collaborations with student support services (e.g. advising, DSS, student support initiatives, Writing Center, Tutoring Center, Dean of Students) to provide training for faculty on ways to enhance student success in classes and at OU.	a. Student Success Workshop Series (*e.g. Learning to Learn)*	Ongoing	- Annual list of partnerships and collaborations between CETL and other student support services - OU-wide surveys to include perceived impact of CETL (to be developed at institutional level) - (mean value of 4/5)
	b. Supporting Students with Diverse and Special Needs Workshop Series	Ongoing	
	c. Addressing Behavioral Issues Workshop Series	Ongoing	

5. To be an active partner with student support services, student success programs and Dean of Students to create initiatives that will foster student success.	a. Invite and include professional staff (e.g. student support staff) in all CETL programs and services	Ongoing	- Annual list of partnerships and collaborations between CETL and other student support services - OU-wide surveys to include perceived impact of CETL (to be developed at institutional level) - (mean value 4/5)
	b. Be an active committee member of student success initiatives	Ongoing	
6. To provide training and support to departments, programs, and schools/college relating to learning and teaching.	a. Organize Chairs Retreat	Ongoing	- Annual list of support provided to departments/schools - Focus group feedback from chairs on support and training (mean value 4/5)
	b. Support Chairs' Corner webpage	Ongoing	
	c. Work with chairs and programs/units to develop specific sessions to meet needs	1-3 years*	
7. To work in collaboration with e-LIS to model effective learning and teaching pedagogy using evidence-based practice.	a. Meet with e-LIS monthly to streamline efforts and collaborate on workshops and events	Ongoing	- Annual list of collaborations with e-LIS - Qualitative analysis of integrative collaboration between e-LIS and CETL as described in annual report (i.e. using consistent terminology in syllabi)
	b. Expand collaborations and integrated services	1-3 years*	
8. To promote and support diverse learning needs in an inclusive environment.	a. Create a team to address and develop an inclusive, accessible and ADA compliant learning environment that supports Universal Design of Learning (UDL)	1-3 years*	- Successful creation of campus-wide team - Annual list of initiatives that campus wide team has established and implemented - In CETL survey (every 3 years) and OU survey (to be developed at institutional level) measure perceived impact of ADA/UDL initiatives (success if results show positive increase of impact over time)
	b. Work with DSS, e-LIS, Technology Support Client Services, Dean of Students and Academic Affairs to establish policies and procedures that promote ADA compliance and principles of UDL	1-3 years*	
	c. Develop workshops that promote diverse learning needs and inclusive learning environments	Ongoing + 1-3 years*	
9. To listen to student voices as to what helps them learn most effectively.	a. Students for Exemplary Teaching (SET) Forum	Ongoing	- Focus group feedback from students
	b. When observing faculty, ask students how the instructor promotes or could promote their success	Ongoing	
	c. Member of student success initiatives	Ongoing	

MISSION STATEMENT GOAL 2: SUPPORT FACULTY SUCCESS

CETL provides support for faculty success through professional development. CETL views faculty success as one necessary component for student success. In addition to providing opportunities to develop their pedagogical practices and create student-centered learning environments, we support the total professional wellness of its faculty and graduate students. We provide faculty members support throughout their academic careers, including their transition into the university and academic lives, their mid-career engagement, and their roles as leaders in the university, profession, and community.

Outcomes	Deliverables	Timeline *additional funding required	Outcome Measures
1. To create and promote a culture at OU that values and recognizes excellence in learning and teaching.	a. Promote increased value of teaching and learning in tenure review documents	1-5 years	- Successful inclusion of language in tenure review documents - Inclusion of list of CETL participation included in tenure documents
	b. Collaborate with the Senate Committee for Teaching and Learning in supporting and recognizing the Teaching Excellence Award winners	Ongoing	- Highlight in CETL Annual Report the workshop led by Teaching Award winners and data/info on Faculty Fellow, workshops/events they facilitated
	c. Recognize teaching excellence through the Faculty Fellows program	Ongoing	
	d. Engage exemplary faculty to lead workshops, instructional fair, conferences and other CETL programs	Ongoing	
	e. Create a system for students to "recognize" faculty excellence through comment certificates	3-5 years*	- Success when system is developed and implemented - Feedback from students and faculty as to value of system
2. To work with the Office of the Provost, Academic Affairs, chairs/departments and schools/college to create best practices in assessment of teaching effectiveness.	a. Create a task force for course evaluations and teaching effectiveness	1 year	- Task force established in 2016 - Establishment of pilot course evaluation established and pilot tested in 2016 - Revised course evaluation adopted by university within 2-5 years - Policies and procedures developed and implemented within 2-5 years
	b. To recommend best practices in course evaluations	1 year	
	c. Develop revised course evaluation questions	1-2 years	
	d. To recommend a system including policies and procedures for course evaluations	Ongoing	

		+ 1-3 years	- Triangulation of evidence of teaching effectiveness adopted and reflected in tenure document within 3-5 years
	e. To recommend best practices in triangulation of evidence of teaching effectiveness	Ongoing + 1-5 years	
	f. To recommend best practices in protocol classroom observations	1-5 years	
	g. To recommend best practices in reflective narratives and teaching dossiers to be used for tenure and review purposes	Ongoing + 1-5 years	
3. To provide support to new full and part-time faculty to aid in their success in teaching, transitioning to an academic career and to the Oakland community culture.	a. Welcome Dinner (for full-time faculty)	Ongoing	- Feedback surveys (mean 4/5) on effectiveness of programs and services - Highlights reflected in CETL Annual Reports - Assessment included on value of these programs in 3-year CETL Survey - Frequency of new faculty participation in CETL
	b. New Faculty Orientation	Ongoing	
	c. Pre-Orientation workshops (for full-time faculty)	Ongoing	
	d. New Family Open House (meet the families)	Ongoing	
	e. Virtual New Faculty Orientation	1-3 years*	
	f. Part-Time Faculty Orientation	Ongoing	
	g. Faculty Handbook	Ongoing	
	h. New Faculty Web Resources – New Faculty page	Ongoing	
	i. Tips for New Faculty – To Get You Going	Ongoing	
	j. Mentoring Program (for first three years at OU)	Ongoing	
	k. New Faculty Breakfast (to reflect on first year)	Ongoing	
	l. To coordinate and collaborate with AHR	1-3 years	
4. To enhance the Scholarship of Teaching and Learning (SoTL) as a valued and recognized method of research and to improve one's own teaching pedagogy through this systematic scholarly process.	a. Resources (comprehensive SoTL webpage)	Ongoing	- Evidence of SoTL reflected in teaching grants, conference presentations, publications - List of faculty publications on SoTL - Highlights listed in CETL Annual Report
	b. Teaching Grants	Ongoing	
	c. Provide support for faculty to attend Lilly Teaching and Learning Conference and additional conference opportunities	Ongoing	
	d. Faculty research and publications from CETL	3-5 years*	

	e. To work with Office of Research Administration to streamline IRB procedures for SoTL	1-3 years	- Establishment of CETL publication (i.e. book, journal)
5. To promote reflective practice for ongoing enhancement of teaching and learning.	a. Provide classroom observations (formative feedback) to individual faculty with confidential feedback	Ongoing	- CETL survey (every 3 years) and focus groups on value of reflective practice (mean 4/5)
	b. To promote a model of formative assessment for ongoing growth and development	Ongoing	
6. To enhance virtual resources in order to increase faculty accessibility to support.	a. Website	Ongoing	- Listed in CETL Annual Report - CETL survey (every 3 years) assessment of virtual resources (4/5) - Participation in virtual resources, measured by web traffic, views, attendance and active participation.
	b. Online modules	Ongoing	
	c. Instructional videos	Ongoing + 1-3 years*	
	d. Quick Notes	Ongoing + 1-3 years*	
	e. Handbooks	Ongoing + 1-3 years	
	f. Interactive Virtual Faculty Development	Ongoing + 1-3 years*	
	g. Virtual New Faculty Orientation	3-5 years*	
	h. Interactive Virtual Mentoring	3-5 years*	
	i. Additional videos	1-3 years*	
	j. Links to other resources	Ongoing + 1-3 years*	
	k. Social media	Ongoing + 1-3 years	
	l. Edited recording of workshops	1-3 years*	
	m. Webinars	1-3 years*	
7. To value and support part-time faculty.	a. Provide part-time faculty orientation	Ongoing	- Feedback surveys (mean 4/5) on effectiveness of programs and services - Highlights reflected in CETL Annual Reports - Assessment included on value of these programs in 3 year CETL Surveys
	b. Provide virtual access to all workshops and resources due to limited opportunity to attend daytime sessions	Ongoing	
	c. Enhance and expand virtual resources for part-time faculty	3-5 years*	

	d. Virtual consultations by phone or in the evening with part-time faculty	3-5 years*	- Participation in resources on campus and online, measured by web traffic, views, applications, attendance and active participation.
	e. To invite and include part-time faculty in all CETL programs/services	Ongoing	
	f. To invite part-time faculty to apply for teaching grants and travel grants	Ongoing	
	g. Develop new programs and events specifically for part-time instructors	3-5 years*	- Feedback surveys (mean 4/5) on effectiveness of programs and services - Highlights reflected in CETL Annual Reports - Assessment included on value of these programs in 3 year CETL Surveys
8. To provide training and support for graduate teaching assistants and future faculty.	a. Provide yearlong TA series	Ongoing	- Feedback survey to GTAs of value of services (4/5 rating)
	b. Teaching resources for Graduate Students	3-5 years*	
	c. Create a handbook for Graduate Teaching Assistants (GTAs)	3-5 years*	
	d. Work with faculty who have GTAs to coordinate training and support	3-5 years	
	e. Work with Graduate Study to enhance training and support for GTAs	3-5 years	
	f. To develop and implement a 3- or 4-credit course in Teaching in Higher Education for Graduate Teaching Assistants and Future Faculty (credits granted through SEHS)	3-5 years*	
9. To provide opportunities for networking and social interaction.	a. Faculty and Staff Social Hours	Ongoing	- Highlights reflected in CETL Annual Report - Assessment included on value of these programs in 3-year CETL Survey
	b. Future faculty lounge	3-5 years*	
	c. Social Handbook	Ongoing	

MISSION STATEMENT GOAL 3: PROMOTE UNIVERSITY SUCCESS

CETL provides supports to enrich the success of the University as an institution through leadership development. CETL promotes the University's success by collaborating with other units and programs to execute its strategic plan. CETL aspires to facilitate an integrated umbrella of services to enhance organizational and academic leadership across the institution.

Outcomes	Deliverables	Timeline *additional funding required	Outcome Measures
1. To reinforce and promote the Oakland University's mission and strategic plan.	a. Create strategic plan that aligns with OU strategic plan focusing on student success	Ongoing + 1 year	- CETL strategic plan completed in 2016 - Annual Reports and CETL surveys to demonstrate evidence of programs and services to support OU strategic plan
2. To have an expanded voice on campus, and collaborate with others programs that articulate "success for all."	a. To interact with Provost, Associate Provost and Academic Affairs	Ongoing + 1-5 years	- CETL strategic plan completed in 2016 - Annual Reports and CETL surveys to demonstrate evidence of programs and services to support OU strategic plan
	b. To interact with chairs and deans on initiatives	1-3 years	
	c. To interact with General Education	1-3 years	
	d. To interact with Assessment Committee	1-3 years	
3. To provide resources and support for academic leadership.	a. Chair Retreats	Ongoing + 1-3 years*	- Annual Reports and CETL surveys to demonstrate evidence of programs and services to support OU strategic plan
	b. Chair resources (e.g. Chair's Corner on website)	Ongoing + 1-3 years*	
	c. Guest speakers	1-3 years*	
	d. Chairs Resource Guide	1-3 years*	
	e. Additional leadership opportunities	3-5 years*	
	f. To create and fund a Chairs Fellow (one day a week) position to coordinate leadership training and support	1-2 years*	
4. To promote a diverse, inclusive learning environment that respects and values individual differences, and works to support success for students, faculty and	a. Within CETL programs integrate inclusive/diverse content, language and services	Ongoing	- Highlight in Annual Reports

staff from underrepresented and marginalized groups.			
5. To promote OU's commitment to student success in the academic and general community.	a. Provide OU-Windsor Teaching and Learning Conference	Ongoing	- Feedback survey following conference (4/5 rating) - Highlight in Annual Reports
	b. Take a leadership role in regional faculty development opportunities	Ongoing	
	c. Additional opportunities for dissemination of resources to support the academic community	1-3 years	
6. To coordinate central, integrated services for Faculty Development and Academic Leadership.	a. Unified registration for all workshops, training (CETL, e-LIS, technology, Library, Research sessions)	3-5 years*	- Establishment of university wide-services over next 5 years
	b. Unified marketing and promotion (e.g. weekly registration scheduler)	3-5 years*	
	c. Unified calendar of events/programs	3-5 years*	
	d. Faculty and Staff resources centrally located on website	3-5 years*	
7. To provide support to departments, schools/college in providing models to support aligning curriculum, curriculum mapping and assessment plans.	a. Offer curriculum mapping and resources for departments as requested	3-5 years*	- Listed in Annual Reports - Surveys of departments after services provided (4/5 ratings)

ESSENTIAL MISSION: CULTIVATE CETL SUCCESS In order for CETL to support student, faculty and institutional success, we need to ensure the overall success of CETL's ongoing programs and future goals. In addition to ongoing Center operations, marketing, communication, needs assessments, and evaluation and impact of our programs, additional resources (staff positions and funding) and the Provost's support will be required to meet aspirational goals.			
Outcomes	**Deliverables**	**Timeline** *additional funding required	**Outcome Measures**
1. To continue to promote and market CETL programs and services.	a. Weekly Scheduler	Ongoing	- Highlights and lists in Annual Reports
	b. Newsletter	Ongoing	
	c. Website	Ongoing	
	d. Social Media	Ongoing	
	e. Additional marketing and communication	1-3 years*	
2. To continue to assess and disseminate the impact of CETL and develop and revise programs and services to meet the needs, requests and interests of the faculty, students and university.	a. Needs Assessments	Ongoing	- Feedback surveys of workshops and programs (mean 4/5 ratings) - CETL Survey (every 3 years) – (ratings 4/5) - OU surveys that include questions about CETL
	b. Feedback on programs	Ongoing	
	c. University-wide surveys	3-5 years	
	d. Feedback on "impact"	Ongoing	
	e. Annual Report	Ongoing	
	f. Establish external review of CETL	3-5 years	- Include in HLC and accreditation reports - Send CETL Annual Review to peer institutions for review
3. To expand the Center's involvement in research, scholarly activity and seeking of grants.	a. Increased publications on teaching and learning, and program evaluation	3-5 years*	- List of SoTL publications over next 5 years - Successful funding grant to expand CETL services in 5 years
	b. Writing of grants to enhance Center	3-5 years*	
4. For CETL and e-LIS to become a more integrated one-stop service for faculty support and services (separate centers but coordination of services and location next to each other).	a. Create a joint proposal with e-LIS to create aligned, integrate services	1 year	- Submit proposal to Office of the Provost and begin to move forward within 1 year
	b. Increase coordination of services and marketing	1-3 years	- Increased coordination
	c. Move CETL's physical location beside e-LIS	3-5 years*	- Complete relocation next to e-LIS

5. To expand CETL to be able to meet the ongoing and future needs of OU.	a. Add Chair Fellow position (1 day a week)	1 year*	- Establish and fill position within 1 year
	b. Model #1 – Create full-time Media Specialist/Manager (expand ½ time to full time) + full time Assistant Director + full time Event Planner = 2½ new full-time positions), plus existing director and clerical staff	1-3 years *	- Establish and fill positions within 1-3 years
	c. Model #2 – Create full-time Assistant Director (virtual training and resources, additional support for workshops and consultations) + Event Planner/Media Manager (to continue doing all media and marketing promotions, including website, scheduler; do all event planning/coordination of scheduling = 2 full-time positions), plus existing director and clerical staff	1-3 years*	
	d. Restructure clerical position to focus on clerical roles including financial management (currently our clerical assistant is our event planner)	3-5 years*	- Establish and fill positions
	e. Relocate to provide additional space and offices in a central location (i.e. near or in library); near e-LIS to continue collaborations	3-5 years*	- Additional office space at CETL - Relocate to new site (library extension)

CETL GROWTH TIMELINE

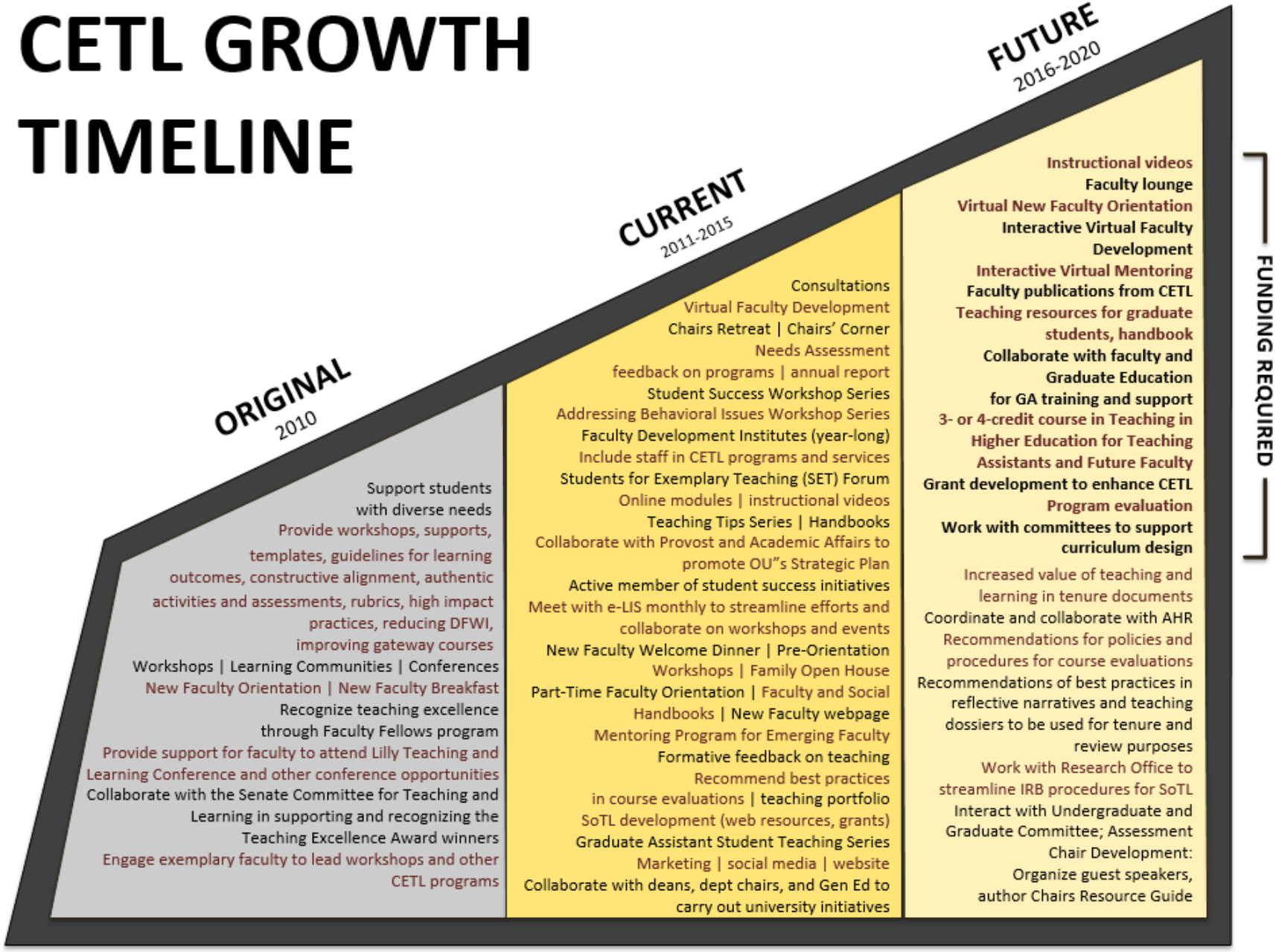

Figure 2 – Progression of CETL's original, current, and future goals.

Acknowledgements

It is with great pride and gratitude that the Center for Excellence in Teaching and Learning (CETL) at Oakland University presents our Strategic Plan 2016-2021. This was one of the best examples of effective collaboration that I have been involved with. We would like to thank the Provost's Office, and in particular, Senior Associate Provost, Susan Awbrey for her continual guidance, leadership and support of CETL and her commitment to teaching and learning at Oakland.

Our strategic plan is our way of actualizing the Oakland University's Strategic Plan, and in particular Goal #1: Foster student success through a robust teaching and learning environment and comprehensive student services.

We extend our appreciation for the overall leadership of the University's Strategic Plan to President George Hynd, Provost Jim Lentini and Vice President for Strategic Planning, Betty Youngblood, and to the Strategic Plan Goal #1 Committee chaired by Patricia Wren and her entire team.

This plan took more than nine months in development. Our thanks to the CETL Advisory Board (Susan Awbrey, John Corso, David Hammontree, Kim Holka, Suzanne Flattery, Chris Kobus, Krista Malley, Christina Moore, Rodney Nyland, Thomas Raffel, Julia Rodriquez, Mark Simon, William Solomonson, Kathleen Spencer, Sara Webb, and Diane Underwood) for their continual discussions, insights, revisions and recommendations. We are grateful to our Faculty Fellows (John Corso and Kathleen Spencer) and the others on the Advisory Board Strategic Plan Sub-Committee (Diane Underwood and Thomas Raffel) for their hours of work in ensuring every word was checked and double checked. And finally, and most importantly, to Christina Moore for her never-ending and tireless work. Christina was able to transform goals and ideas into an articulately written, comprehensive, well designed plan.

We are looking forward to implementing this plan over the next five years!

Respectfully,

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