

FOURTH ANNUAL REPORT 2015-2016



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with support from
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CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL) at OU

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PART 1 – CETL OVERVIEW

EXECUTIVE SUMMARY

The theme of **Transformative Teaching and Learning** (10th Annual International Conference on Teaching and Learning) seems to capture the work and accomplishments of CETL as it completes its 4th full year of operations. CETL's mission, for the first 4 years, focused on enhancing exemplary teaching and learning through faculty development resources. Although this is still central to the mission, **CETL's new strategic plan** now more accurately reflects the current and future aspirations of the center. CETL's revised mandate is to **cultivate a culture of success for all students, faculty, and the university community through pedagogical, professional and leadership development opportunities**. The mission 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.**

CETL continued to provide traditional faculty development opportunities including workshops, coffee and conversations, consultations, faculty development institutes, learning communities, teaching grants and conferences. This year's participation was the highest to date with **1124 enrolling in 36** workshops, comprised of **504 different individuals** (compared to the previous year of 902 registrants and 410 different participants). In addition, there were **114 consultations** (compared to 108 in the previous year). **Virtual Resources** hit an all-time high of **more than 8,000 views**. This year's teaching and learning conference held at OU on May 18th and 19th attracted a **record 230 registrants**. CETL awarded **20 faculty a travel grant** to attend the Lilly Teaching Conference in Traverse City totaling more than **\$1,200.00 per person**. **Six faculty were awarded Teaching Grants** focusing on enhancing student success and the scholarship of teaching and learning. Each awardee will receive a **stipend of \$3,000.00** upon completion of their final report.

The transformation of CETL can be seen in the initiatives undertaken this year including the expansion of **supports and resources focusing on faculty, leadership and university-wide initiatives**. This year, numerous additions were added for New Faculty including a full **Pre-Conference Workshop Day**, a **New Faculty Dinner** and a **Social Event for families new to the area**. CETL organized and implemented the following: **1st Annual Chairs Retreat**, participated in the creation of **Resource Manual**, added resources and supports through the **Chairs' Corner** on the website, **Monthly Chair Updates**, **Chairs' Forums** and created a **Chairs Advisory Team** and a proposal for a future **Chair Fellow** to sustain these leadership services.

CETL began **two campus-wide long term initiatives this year**. The **Universal Design of Learning (UDL) Initiative** is aimed at increasing student success by reducing barriers and increasing access of learning for all diverse learners in the classroom and across campus. The **Provost's Evidence of Teaching Effectiveness Initiative** is a **3- to 5-year project**; the goal of this project is to **revise and enhance the "course evaluation"** (student end of semester survey) and to promote **evidence-based practices** that are used to demonstrate teaching effectiveness for **formative (growth and improvement of teaching)** and **summative (decision-making, tenure, promotion and merit) assessments**. Both of these initiatives are direct outcomes of both the CETL and University's Strategic Plans.

PURPOSE OF THE 4TH ANNUAL REPORT

The purpose of the 4th Annual Report for the Center for Excellence in Teaching and Learning is to highlight and outline the programs, services and resources that CETL has developed and implemented during the fourth full year of operations (August 2015-July 2016).

MANDATE of CETL

This year, with the development of the new Strategic Plan, CETL's revised mission is: To cultivate a culture of success for all students, faculty, and the 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.
2. CETL provides support for faculty success through professional development.
3. CETL provides support to enrich the success of the University as an institution through leadership development.

In addition, 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.



GOALS FOR 2015-2016 and Achievement of Goals

1. To work with the Oakland University to further develop and begin to implement the Universities Strategic Plan with a focus on Goal #1:
Successfully achieved — participated in Oakland University Goal #1 Committee, met throughout the year. Main accomplishment of participation was that it provided a foundation and direction for CETL's own strategic plan and ensured that CETL and OU are aligned in the focus on student success and robust teaching and learning.
2. To develop a five-year strategic plan for CETL using the OU strategic plan as a foundation.
Successfully achieved — Created full strategic plan aligned to OU's strategic plan.
3. To develop a growth plan for CETL as part of CETLs strategic plan.
Successfully achieved — As part of the strategic plan, included a section on CETL success with a plan for growth over the next 5 years.
4. To continue to redefine teaching evaluations and what constitutes evidence of teaching effectiveness as an outgrowth of working with the strategic planning committee and the Provost's Office and Academic Affairs.
Successfully achieved & Ongoing — Established the Provost's Initiative on Evidence of Teaching and Learning. This will be a 3- to 5-year project that will be co-chaired by Susan Awbrey (Senior Associate Provost) and Judy Ableser.
5. To continue to provide effective services and programs to enhance new faculty orientations, mentoring and support for their transition.
Successfully achieved — Continued to develop and enhance New Faculty Orientations and services for new faculty.
6. To work with Academic Affairs and the Provost's Office to develop support and training for chairs and department directors.
Successfully achieved — Developed and implemented 1st Annual Chairs Retreat, created chairs advisory team, chairs corner on website, monthly updates to chairs, chairs manual, chairs forums and resources and developed proposal for a Chair Fellow.
7. To continue to develop and implement programs and services, including a year-long series for Graduate Students to serve as teaching assistants and future faculty.
Successfully achieved — Implemented year-long Graduate Series for Teaching Assistants and future faculty
8. To plan, organize and implement the 10th Annual International Teaching and Learning Conference with the University of Windsor which will be hosted at Oakland in May 2016.
Successfully achieved — Successfully developed and ran conference on May 18-19.

STAFF AND FACULTY FELLOWS



Judith Ableser, Ph.D., is the Director for the Center for Excellence in Teaching and Learning. She is passionate about teaching and learning and is looking forward to working with faculty in this new position. Her Ph.D. is in Curriculum and Instruction from Wayne State University. She was an associate professor at the University of Michigan-Flint and served as the director of graduate programs in Education and as coordinator of the Master of Arts in Special Education. Prior to that, she was an assistant professor at the University of Windsor. Dr. Ableser's area of expertise, research and teaching, focuses on exemplary teaching and learning practices from preschool through graduate school. **You can reach Judy at: (248) 370-2455 or ableser@oakland.edu**



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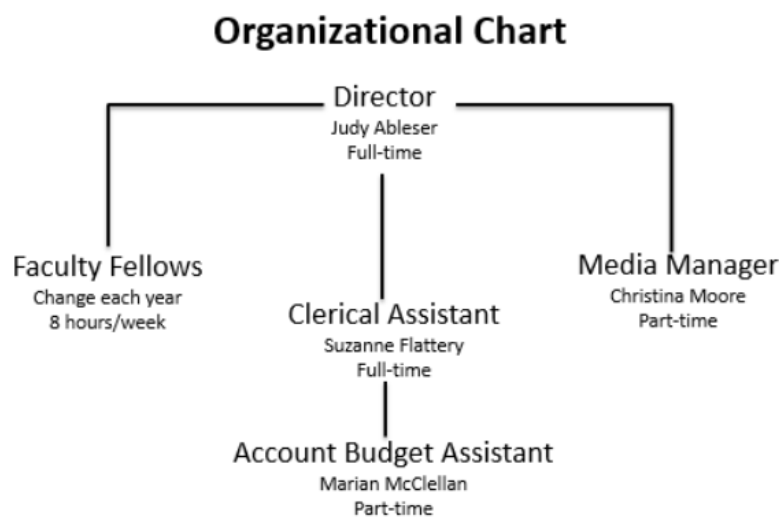


John Corso, Associate Professor in Art History, obtained his Ph.D. from Cornell University, where he also completed and then co-taught a graduate-level course on Writing in the Disciplines. John incorporates writing projects in all of his classrooms and subscribes to the "writing to learn" philosophy. He is an art critic whose essays and art reviews have appeared in Hyperallergic, ART21 Magazine, Art in America, Art Papers, BE Magazine and the Huffington Post, as well as in academic journals. His criticism relates contemporary art practice to social, political and global concerns.



Kathleen Walsh Spencer, Special Instructor in School of Nursing
Spencer came to OU to earn her Doctor of Nursing Practice degree after many years in clinical nursing practice in adult health. She earned a Master of Science in Nursing degree at Wayne State University and a Master of Arts in Journalism at Michigan State University. Her clinical interests are nursing care of veterans and care of the homeless. Her research interests relate to the use of imaginative literature in teaching students empathy, ethics, and professionalism. In her teaching, Kathleen is interested in integration of the humanities into the sciences, technology in the classroom, using the newspaper in the classroom, and professional writing and editing.

ORGANIZATIONAL CHART



NEW INITIATIVES * AND HIGHLIGHTS

1. CETL's Strategic Plan*

One of the significant goals for CETL this past year was the development of a five-year strategic plan. This was a very successful 9-month project that involved the CETL team and Advisory Board to align CETL's mission and goals with that of the newly developed University Strategic Plan. The focus was centered on OUs Goal #1 of fostering student success through a robust teaching and learning environment and comprehensive student services. CETL's new strategic plan focuses on "Creating a culture of success for all students, faculty and university community through pedagogical, professional and leadership development opportunities. CETL's new strategic plan continues to center on exemplary teaching and learning practices through pedagogical development to enhance student success. The strategic plan now reflects more of the additional resources and services that CETL offers such as supporting faculty success through professional development, university success through leadership development and the ongoing success and growth of the Center. (Details of CETL's Strategic Plan can be found on pages 56-57 and in Appendix A).

2. Chairs Resources*

The Provost's Office and Academic Affairs asked CETL to provide resources and services for Chairs and Program Directors. This past year CETL developed and implemented a Chairs' Retreat, a Chairs Resource Guide (created by Leanne DeVreugd), Chairs' Corner on the CETL website, monthly Chairs' Updates, Chairs' Forums and a Chair's Advisory Team. In addition, a proposal was developed and accepted to establish a Chair Fellow beginning in fall 2016. See pages 50-55 for more details on all Chairs' Resources.

3. Changes for New Faculty Services*

CETL added numerous resources and services for New Faculty this past year including a full day Pre-Orientation Workshop, New Faculty Dinner, Welcome Card, efficient link to create picture and bio for the New Faculty Program, updated New Faculty Handbook and Social Guide, Welcome Event for Partners and Families new to the area and enhanced website resources. See pages 35-42 for more details.

4. Provost's Evidence of Teaching Effectiveness Initiative*

This initiative is a long-term 3- to 5-year project involving changing the culture and value of teaching and learning on campus. The goal of this project is to revise and enhance the "course evaluation" (student end of semester survey) and to promote evidence-based practices that are used to demonstrate teaching effectiveness for formative (growth and improvement of teaching) and summative (decision-making, tenure, promotion and merit) assessments. See pages 47-49 for more information.

5. UDL Initiative — Universal Design of Learning*

Universal Design of Learning is an overarching pedagogical approach to reducing barriers and increasing accessibility to enhance the success of all learners. With the new focus of OU's strategic

plan on student success and a commitment to diversity of learning on campus, this year CETL formed the UDL Initiative to explore how our campus could embrace and implement UDL at Oakland. An administrative team was established this year and met monthly to learn more about UDL and set a plan of action. Our plan is to roll this out to the general OU community within the coming year. We will establish a mission and values statement and present it to the executive. Amanda Nichols Hess, who will be serving as a CETL Faculty Fellow will be leading a Faculty Development Institute on UDL this coming year. During winter 2017 a series of workshops will be provided through CETL. The UDL team will expand to include faculty representation. See page 34 for more details.

6. 10th Annual Teaching and Learning Conference

The 10th Annual Teaching and Learning Conference was held at Oakland University on May 18 and May 19, 2016. The theme was Transformative Teaching and Learning with Amanda Peet (University of Michigan) and Jeff King (University of Central Oklahoma) as the keynote speakers. Approximately 230 registered for the conference, including over 130 faculty and administrators, staff and students. 138 were from Oakland, 75 from Windsor and 17 external participants. There were a total of 65 concurrent and poster sessions. The highlights of the conference included the theme, keynote speakers, special administrators' session, organization, and engaging conversation. A more detailed description of the conference can be found on pages 23-32.

RESTRUCTURING ANNUAL REPORT TO ALIGN WITH CETL STRATEGIC PLAN

This year's Annual Report is restructured in format to align with the newly developed CETL Strategic Plan. Rather than organize the sections based on faculty development, resources and promoting teaching and learning as had been done in the past, this report will now be organized based on the following:

- Goal #1: Enhancing Student Success through Pedagogical Development
- Goal #2: Supporting Faculty Success through Professional Development
- Goal #3: Promoting University Success through Leadership Development
- Goal #4: Cultivating CETL Success

Each program, service or resource will be highlighted under one of those categories, yet in reality, these categories are not mutually exclusive and could be highlighted in several sections.

PART 2 — GOAL #1: FOSTERING STUDENT SUCCESS THROUGH PEDAGOGICAL DEVELOPMENT

CONSULTATIONS

Consultations this year continue to represent a significant role at CETL. There were a total of 114 consultations (108 in 2014-2015). Each school participated in consultations, with CAS representing the most visits at 68. This year we included virtual consultations via email and phone. The majority of such consultations included reviewing syllabi or assignments.

The majority of consultations were with new and emerging faculty representing 53/114 contacts which suggests that we are reaching new faculty and helping them transition into their teaching role as faculty members.

Consultation by Rank

Consultation Request	Count	
Assistant Professor	53	
Associate Professor	9	
Full Professor	6	
Special Instructor	8	
Special Lecturer	24	
Lecturer	2	
Administration	4	
Staff	5	
Student	3	
TOTAL	114	

Consultation by Years

Consultation Request	Count	
Less than 1 year	53	
1-3 years	15	
3-5 years	22	
6 years or greater	24	
TOTAL	114	

Type of Consultation Request

Consultation Request	Count	
Discussion of Teaching Practices	18	
Syllabus Development	15	
Assistance with Grant Development	12	
Personal and Career/Professional	12	
Classroom Issues	9	
Department or Administration	8	
Mentoring (not including FDI mentoring)	7	
Observations and Follow-up	6	
Reviewing Course Evaluations	5	
Program Planning	5	
Assignment Development	5	
Student Issues	4	
Program and Curriculum	3	
Time Management and Organization	3	
TOTAL	114	

WORKSHOPS

During the 2015-2016 academic year, CETL offered 17 fall workshops, 15 winter workshops and 4 summer workshops for a total of 36 workshops. We continued providing workshop series this year as the feedback was positive for this format. If a participant attends all sessions in a series, we present them with a certificate. We also continued to collaborate with the WISE team who offered series on STEM Teaching each semester and included a series in the fall and winter based on the CAS Literacy theme for the year. Each fall we do repeat the Nuts and Bolts series that provides a foundation of teaching pedagogy for new faculty. Although it is aimed at new and emerging faculty, more experienced faculty do also attend. In the winter we continue to offer a series on Classroom and Campus Behavior and Safety Issues as we feel that needs to be addressed each year.



Workshop in the Nuts & Bolts Series

Fortunately, this year we did not have to cancel any workshops due to weather. We do note, however, that weather does play a part in attendance. When the weather is bad, less people who have registered do actually attend. Attendance in general this year was strong. We did have to reschedule some sessions, however, due to conflicts with other university wide events.

This year's total registration for our workshops and coffee and conversations was 1124 participants representing 504 different individuals. This is a significant increase over the past year. In 2014-2015 we had a total of 902 register representing 410 different individuals. A breakdown of participants attending can be found in the Appendix B.

We record all of the workshops (using Panopto) and post them on our website so that faculty who could not attend, particularly part-time faculty, have the opportunity to view the sessions.

The feedback continues to be extremely strong (although limited responses are submitted). Each workshop scores between a 4 and 5 out of a 5 with very few individual ratings below a 3.

We continued to use the Feedback Request form that also included a link to the hand-outs and recordings and a link to register for the next workshop. This Request form (shown at the right) and the Weekly Scheduler with a direct link to register for workshops aids in ease of registration and participation as it is very faculty friendly.

Following each workshop, each participant receives a feedback form that also includes links to the recording of the workshop and any handouts or Power Points. A list of workshops organized by series can be found on the following pages.

A screenshot of a web form titled "CETL Center for Excellence in Teaching and Learning" with the Oakland University logo. The form thanks participants for attending an "Overview of Academic Service Learning (ASL) and the OU Initiative" workshop and asks them to complete a brief survey. It contains four main buttons: "WORKSHOP FEEDBACK" (green), "REVIEW THE RECORDING" (yellow), "BROWSE THE PRESENTATION SLIDES" (grey), and "REGISTER FOR THE NEXT WORKSHOP" (red). The registration button specifies the topic "Writing a Winning Proposal" for Wednesday, January 20, from 12:00 to 1:30 p.m.

Sample workshop feedback request

CETL WORKSHOP SERIES — FALL 2015 Schedule
ORIENTATION TO FACULTY DEVELOPMENT INSTITUTE (FDI)

Title	Date	Facilitator
Orientation to Mentoring Support for Emerging Faculty	Wed. Sept. 9	Judy Ableser
Orientation to Team-Based Learning (TBL)	Thurs. Sept. 10	Richard Sabina & David Thomas
Orientation to Teaching with Technology for Technophobes	Wed. Sept. 16	Kathleen Spencer

SUPPORTING STUDENTS SERIES

Title	Date	Facilitator
Faculty Feedback: Providing Early Feedback to Students	Thurs. Sept. 17	Judy Ableser, Sara Webb & Krista Malley
Learning to Learn	Thurs. Sept. 24	Judy Ableser
Supporting Students to Succeed in the STEM Fields	Thurs. Oct. 1	WISE Group & Anna Marie Spagnuolo

NUTS & BOLTS OF TEACHING SERIES

Title	Date	Facilitator
Learning Outcomes and Constructive Alignment	Wed. Oct. 7	Judy Ableser
Authentic Assessment and Rubrics	Wed. Oct. 21	Judy Ableser
Active Learning Strategies	Wed. Oct. 28	Judy Ableser
Effective Lesson Planning	Wed. Nov. 4	Judy Ableser

KEEPING YOUR TEACHING FRESH SERIES

Title	Date	Facilitator
Teaching Squares	Tues. Oct. 20	Judy Ableser
Teaching Tips	Tues. Oct. 27	Judy Ableser
The Un-workshop – Using Teaching and Learning Books & Resources	Tues. Nov. 3	Judy Ableser
Teaching Award Winners	Tues. Nov. 10	Tanya Christ & Peter Markus

CAS THEME: LITERACY SERIES

Title	Date	Facilitator
Achieve Your Goals Through Improved Student Reading	Tues. Sept. 29	Alice Horning
Reading Across the Curriculum	Wed. Nov. 11	Alice Horning

STEM SERIES

Title	Date	Facilitator
Supporting Students to Succeed in the STEM Fields	Thurs. Oct. 1	WISE Group & Anna Marie Spagnuolo
Balancing Teaching and Research in the STEM Fields	Tues. Nov. 24	WISE Group

CETL WORKSHOP SERIES — Winter 2016 Schedule

ACADEMIC SERVICE LEARNING (ASL) SERIES

Title	Date	Facilitator
Overview of Academic Service Learning (ASL) and the OU Initiatives	Tues. Jan. 12	Bob Maxfield, Tanya Christ & Krista Malley
Academic Service Learning (ASL) - Share Your Experiences, Ask Your Questions <i>(Coffee & Conversation 12:00–1:00 pm)</i>	Tues. Jan. 19	Scott Crabill & Krista Malley
Enhancing Your Course with ASL – Tips for Effectively Designing & Implementing ASL Into Your Course/Program	Tues. Jan. 26	Tanya Christ

GRANTS/PROPOSAL SERIES

Title	Date	Facilitator
Transformative Teaching & Learning Conference Theme: Writing a Winning Proposal	Wed. Jan. 20	Judy Ableser
Writing an Effective Teaching Grant	Tues. March 1	Judy Ableser
Creating Learning Communities for Student Success	Thurs. March 17	Judy Ableser

CLASSROOM BEHAVIORS & CAMPUS SAFETY SERIES

Title	Date	Facilitator
Dealing with Classroom Behavior Challenges	Wed. Feb. 3	Judy Ableser
Emergency Preparedness and Report/Support Behavior Concerns	Wed. Feb. 10	Chief Mark Gordon & Nancy Schmitz
The Active Shooter on Campus	Wed. Feb. 17	Chief Mark Gordon
Guns on Campus <i>(Coffee & Conversation 12– 1:00 pm)</i>	Wed. March 2	Chief Mark Gordon

SUPPORTING STUDENTS WITH SPECIAL NEEDS ON CAMPUS SERIES

Title	Date	Facilitator
Supporting Students with Special Needs & Disability Support Services	Tues. March 29	Linda Sisson & DSS team
Students with Autism Spectrum Disorder in College	Tues. April 5	J. Graetz, L. Sisson & DSS team
Promoting ADA (Americans with Disabilities Act) and UDL (Universal Design of Learning) at OU	Wed. April 13	Judy Ableser & e-LIS

STEM SERIES

Title	Date	Facilitator
Models for Faculty Mentoring	Thurs. Jan. 28	Kathleen Moore
Work-Life Balance: Managing Your Service Commitments	Thurs. April 7	WISE Group

LITERACY — CAS THEME SERIES

Title	Date	Facilitator
Helping Students Develop Reading Expertise	Tues. Feb. 16	Alice Horning
TL;dr (Too Long; Didn't Read): Why Reading & Writing Matter	Wed. March 23	Alice Horning

CETL WORKSHOP SERIES — SUMMER 2016 Schedule

Title	Date	Facilitator
Social Media Tips for Teaching and Learning	Thurs, May 26	Jessica Tess-Navarro
Meditation in the Classroom: Helping Your Students Find Peace in an Anxious Time	Wed, June 1	Katie Jostock & Thomas Ferrari
Mindfulness in the Classroom: Exercises for Your Students to Focus on Class Content	Tues, June 7	Katie Jostock & Thomas Ferrari
Student Success Strategies	Wed, June 15	Krista Malley

COFFEE and CONVERSATIONS

Coffee and Conversations are a more informal opportunity for faculty/staff to engage in a conversation based on a theme. The Provost and President agreed to facilitate another series during the winter where they addressed the importance of Teaching and Learning at Oakland and how it is reflected into the universities Strategic Plan. This year we offered the following sessions.

CETL COFFEE and CONVERSATION — FALL 2015 Schedule

Title	Date	Facilitator
CAS Literacy Theme: Writing on the Wall book by Tom Standage	Tues. Sept. 22	Judy Ableser
Strategic Plan – Goal #1: Student Success & Teaching & Learning	Thurs. Oct. 8	Judy Ableser
Chairs Forum	Mon. Oct. 26	Judy Ableser
Faculty Feedback Focus Group	Thurs. Nov. 5	Judy Ableser
Tenure and Teaching Effectiveness	Thurs. Dec. 3	Judy Ableser

CETL COFFEE and CONVERSATION with the President & Provost — 2016 Schedule

An opportunity to engage in informal discussions with the President and Provost regarding the role of excellent teaching and learning at OU and how it fits into what we do at a doctoral research university.

Title	Date	Facilitator
C & C with the Provost: Teaching & Learning Excellence at OU	Thurs. March 10	Provost Lentini
C & C with the President: Teaching & Learning Excellence at OU	Wed. March 30	President Hynd

COLLABORATING with NEW FACULTY FEEDBACK

Undergraduate Programs created a new Faculty Feedback System this past fall (replacing the Early Alert). Faculty are to notify students who are not progressing well within the first ½ of the semester through an email template. The notification is personalized and identifies what the issues are and possible ways to remediate the concern. CETL facilitated training through a “quick note” and “training video” and posted it on our website.

COLLABORATING with REGISTRAR’S OFFICE — GRADE SUBMISSION TRAINING

The registrar’s office revised the grade submission process this past fall and we worked with them to provide some training session for faculty.

Final Grade Submission — Tutorial & Open Lab Session

Date	Time
Thursday, December 10	10:00 – 11:00 a.m.
Wednesday, December 16	2:00 – 3:00 p.m.

DEPARTMENT/SCHOOL WORKSHOPS

CETL provided specifically designed workshops for the Department of Writing and Rhetoric, School of Medicine and the BRIDGE Program (summer program for future at-risk freshman students).

VIRTUAL RESOURCES

CETL records all workshops to provide access to those who are not able to attend the sessions. The main focus is to reach out to part-time faculty who typically are not on campus during the workshop times. In addition to recordings, the website includes online modules and additional virtual resources.


CETL has begun to make short instructional videos including recordings of our “Quick Notes” (summary and highlights of important pedagogy and practices) which are available on our YouTube channel (<https://www.youtube.com/user/CETLatOU>). This past year there were nearly **8,000 views** of these videos, with **7,080 views** of the "Goals, Objectives, and Learning Outcomes" video. As CETL grows, the intention is to devote more time to creating these videos.

Center for Excellence in Teaching and Learning at OU

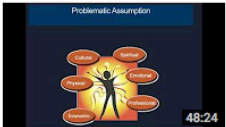
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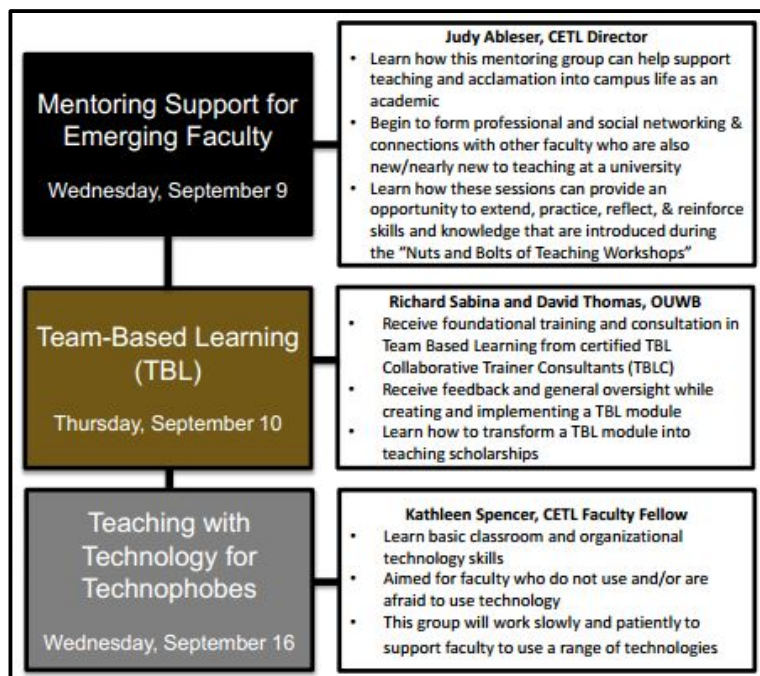
Faculty Feedback
641 views • 11 months ago



Goals, Objectives, and Learning Outcomes
7,080 views • 1 year ago

FACULTY DEVELOPMENT INSTITUTES

This year we ran three Faculty Development Institutes which included Mentoring for Emerging Faculty, Technology for Technophobes, and Team Based Learning. The mid-year and year-end feedback showed support and positive impact of these year-long institutes (see Appendix C).



FDI Orientations flyer

Team Based Learning was facilitated by Richard Sabina and David Thomas from the School of Medicine. Traditionally, CETL's Faculty Fellows facilitate these FDI's. Richard and David offered to lead this group out of their own professional commitment to Team Based Learning and to work collaboratively on behalf of School of Medicine as this is a pedagogical model that is used within the school. The FDI had seven faculty who participated on a regular basis and five whom attended occasionally comprised of a combination of SOM and university-wide faculty. The following topics were content and skills were covered during the fall semester: Orientation & TBL 101; Creating an Effective TBL Module; Writing Readiness

Assurance MCQs That Match Your Objectives; Effective TBL Classroom Facilitation and Educational Scholarship. The winter focused on the participants developing, implementing and reflecting on TBL modules for their own classrooms.

Richard Sabina provided these reflections on the FDI: "As certified Trainer-Consultants for the Team-Based Learning Collaborative (TBLC), the Facilitators have followed a 'best practice' structure for the first four workshops using their own tried-and-true resources, or those developed and shared by other TBL practitioners. Since all active participants have been tasked with developing their own TBL module (due by 5/31), a fifth workshop on making your teaching count twice (Educational Scholarship) was offered, during which participants learned about submission standards for two electronic repositories containing peer-reviewed TBL modules (MedEdPORTAL and the TBLC) and received several handouts designed to help them pursue this opportunity to make their teaching count twice. The Facilitators are published authors of TBL modules, and one is also currently serving as an Associate Editor for MedEdPORTAL. A sixth workshop is then planned, during which participants will bring their modules-in-progress to share with teammates, then intra-team and inter-team discussions will enable participants to provide and receive effective feedback on these projects.

Providing workshops in a TBL format is a good way to illustrate and reinforce the potential of this pedagogy to promote deeper learning. It was evident to the Facilitators that participants were engaged during these sessions. Although they were not run in a TBL format, the last two workshops

were designed to enable actively engaged participants to realize the full potential of TBL for making their teaching count twice. The Facilitators are hopeful that several of the participants will ultimately publish their TBL module on one of these peer-reviewed platforms. Moreover, we hope that this experience will propel participants into longer-term efforts as TBL practitioners.

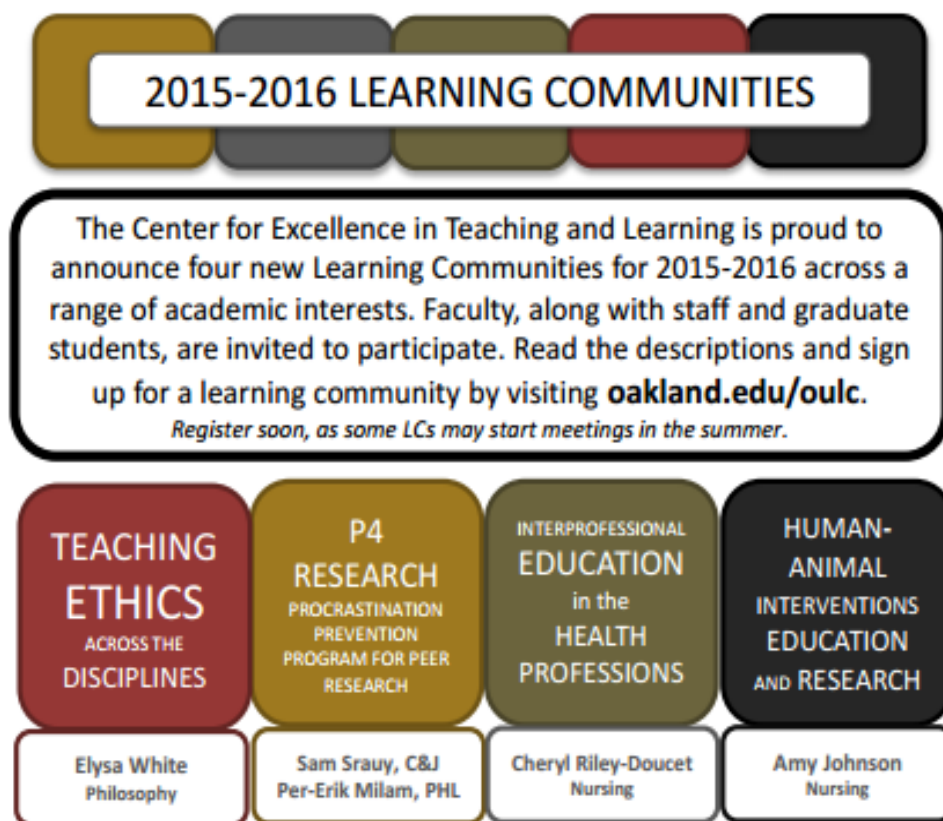
The Facilitators are somewhat disappointed in the loss of nearly half of the participants who initially committed to this year-long initiative. Although this is a likely by-product of most longer-term commitments, the Facilitators would spend more time at the outset trying to better explain the program and offer more support to those who are somewhat reluctant to fully engage in this initiative.

The CETL Director continued to facilitate the Mentoring for Emerging Faculty. This FDI is offered each year to faculty who are in their first three years of teaching. The majority who participate are in their first year. This year, 15 faculty participated with 12/15 being first-year faculty members. This mentoring group is to compliment and supplement mentoring offered at the departmental level as it does not address specific tenure and promotion guidelines but rather assists in the general transition to life as a new faculty member. Many of these participants attended numerous other CETL programs and met 1:1 for consultations.

The Technology for Technophobes FDI was facilitated by Kathleen Spencer, a CETL Faculty Fellow for this academic year. The intention was for Kathleen to attract participants who wanted to gain knowledge and skills in using technology in the classroom and in their professional career but who had been resistant to do so in the past. Kathleen admits that she falls into that category and her hope was that she would learn through this experience. She was not to “teach” the sessions but find others in e-Learning and Instructional Support and Classroom Technology who would instruct the participants. Topics included using gradebook, google forms, digital organization, working in the cloud, online searches and resources, paperless grading and managing email. Kathleen also found that the participation was low as the semester progressed. She worked to reorganize the group for the winter semester.

LEARNING COMMUNITIES

This year we ran four Learning Communities; Teaching Ethics across the Disciplines, P4 Research, Inter-professional Education in the Health Professions, and Human-Animal Interventions in Education and Research. All four Learning Communities met regularly throughout the year and accomplished their intended goals. The common challenge they all expressed was finding time to meet and to have continued engagement and commitment on behalf of the participants.



Below are summaries of the highlights of each learning community:

***“Teaching Ethics across the Disciplines** continued for a second year, this year being facilitated by Elyse White from Philosophy. This learning community was aimed at identifying what faculty who teach professional ethics feel they need to be successful and comfortable teaching ethics in their respective fields and to begin to find ways to meet those needs. The aim was to begin to develop pedagogy; tools and approaches to help students learn. Students were involved as well, learning how to utilize our approaches and add them to their research and opportunities as well.*

There were 14 regular members from disciplines as diverse as physical therapy, nursing, rhetoric and business. Since each discipline has specific needs, and has somewhat different approaches given the structure of their major, we ended up having to split up into different groups. During those meetings we discussed the role of moral theory in preparing future professionals to face ethical issues. But we also discussed the limitations of appealing only to philosophical theory and talked about filling in

those gaps. We spoke about the importance of codes of ethics, regulations, law, standard of care, organizational ethics, psychology (particularly about relationships), and communication ethics. We discussed the role of self-interest in the workplace and its relation to ethical conduct.”

“P4 Research: Peer Procrastination Prevention Program for Research was facilitated by Sam Srauy from Communication and Journalism. This learning community provided new faculty members at Oakland University with a scholarship support group as they establish their individual research programs. The group sought to reduce the anxiety associated with the research, publication, and the teaching processes by providing a safe, supportive, and constructive forum in which to develop projects, workshop in-progress projects, and share advice on the publication process. Because teaching is an important part of junior faculty members’ success, and because developing a balance between teaching and research is a particular challenge for new faculty, this learning community also encourages peer sharing of teaching and learning strategies. As a result of this learning community, a couple of faculty members had their works published in scholarly journals.”

“Interprofessional Education (IPE) in the health professions was facilitated by Cheryl Riley-Doucet, Deborah Doherty and Stephen Loftus, PhD. There were six regular participants. The main goals for the Learning Community were to establish a network of interested individuals from different disciplines who are committed to expanding the amount of IPE at OU; come to terms with the complexities of undertaking IPE and explore ways of dealing with these complexities and to plan IPE activities across the health science schools in collaboration with colleagues from those schools.

The group met ten times throughout the year. As a result of this Learning Community, several initiatives were completed:

1. survey of faculty
2. presentation of a poster at 2015 annual MIPERC conference
3. Two speakers brought to OU campus (Brenda Pawl and Anne Kinsella)
4. Secured membership to MIPERC for OU approved by Provost
5. Wrote a proposal for an IPE Center on OU campus.”

“The HAI Learning Community was a collaboration of faculty and staff located in SEHS and OUCARES on research, grant proposals, workshops and conferences. It is currently in the process of developing an observational research opportunity with the OUCARES community. This opportunity is the first step in solidifying the methodology to be used for our grant proposal. The Learning Community contributed to the OUCARES family workshops with a life skills event set to take place in November of 2016. The focus is how animal assisted activities, animal assisted therapies, and human animal bond can help strengthen the skill set of those diagnosed with ASD. HAI Learning Community Lecture Series is underway that brings industry leaders, researchers, and community organizations to campus to discuss the topics and current practices in the field of animal welfare, human animal bond, and animal assisted therapies. This Learning Community was integral in organizing workshops and conferences on the theme.”

GRADUATE STUDENT TEACHING ASSISTANT SERIES

John Corso, one of this year's Faculty Fellows facilitated a two semester series for Graduate Students building on the previous years' program. As in the previous year, although many students initially showed interest only four students attended the full series. Their feedback, however, demonstrated that they felt their experience was very worthwhile. A summary of their mid semester and year-end feedback is included in Appendix D. Below is a summary of highlights from John Corso.

"Drawing on the rich materials developed by 2014-15 Faculty Fellow Byungwon Woo, I set out to expand the series into a ten-session, two-semester series. Endeavoring to model the pedagogy I would teach, I began the course design by drafting learning objectives. Realizing that my potential seminar participants would come from a variety of disciplines whose jobs as TA's would be equally varied, I set out to look for commonalities. Reflecting on my past experience as a TA, clear communication quickly surfaced as one of the most crucial elements in a successful TA-faculty relationship. As the first learning objective, I wanted us to practice the skills needed to lay out clear job responsibilities.

Having established a good basis in open communication, I wanted the series to cover pedagogical philosophies that inspire my own teaching, namely active learning and constructivism. I surmised that establishing some basic shared language to describe active and constructivist pedagogy would help all prospective TA's. Finally, merely introducing terms from the scholarship of teaching and learning would not suffice. This series, I reasoned, needed to offer ample time to practice teaching itself. I thus designed several opportunities in the series to practice skills in realistic settings to reinforce the pedagogical theory with concrete action. With these values and concepts in hand, I drafted a "syllabus" for our "course" to model exactly the kinds of skills a TA might need.

I divided the ten-session series into two groups of five, in which the first semester would focus on introducing all concepts while the second semester would aim to develop those concepts to a greater level. All basic vocabulary and concepts would be introduced and practiced in the first semester. This would allow us in the second semester to workshop teaching materials and go more in depth with in-class teaching practicums. My reasoning (and this turned out to be true in practice) was that for students who did not continue in the second semester, having a broad overview in the first semester would offer them maximum exposure to the concepts.

The fall semester series began with "understanding your job." Here we practiced dialogue to help teaching assistants to elicit from their faculty sponsors a clear description of job responsibilities. The second seminar dealt with active learning, constructivist theory, and the difference between deep, strategic and surface learning. In the third session, we talked about the TA's role in responding to student work. We brainstormed best practices that transcend discipline. We also enumerated discipline-specific challenges in responding to student work. We were surprised – myself especially – that the commonalities in responding to student work far outnumber disciplinary specificities. The fifth and final seminar for the fall series sought to recap lessons learned from the semester. To bring this all together, I required students to draft a teaching portfolio so that they might rehearse this language in the context of their own philosophies on teaching. This was a successful way to end the semester, and it brought a much-needed opportunity to reflect on the entire fall semester.

Having introduced all of the key concepts in the first semester, the winter semester afforded us a luxurious amount of in-class workshopping and praxis. The goal of the second semester was to

develop a syllabus, two lesson plans, assignments, a cover letter and teaching portfolio with which a graduate student might obtain a teaching assistant ship. Each student was to choose a course topic that they would most likely teach as a teacher's assistant. We began with syllabus design. In the second seminar we discussed the importance of an active first day of class and workshops and practiced delivering that class. In the third seminar, we workshopped the first six weeks of course planning and assignments. The fourth seminar offered us another opportunity to teach, and we offered each person feedback and critique on their lessons. Finally, in the last class, we put together a full teaching portfolio that tied in all of these materials with a job application cover letter and a revised version of the teaching philosophy from the first semester. This similarly offered a great opportunity to reflect on the year's work: it also brought a sense of accomplishment and closure to the series."

The Center for Excellence in Teaching and Learning presents

Graduate Teaching Assistant Series

Series for Graduate Students as Teaching Assistants and Future Full-Time Faculty

We encourage all teaching assistants and those interested in teaching in higher education to attend our first orientation session for an introduction to this 2015-2016 year-long series.

ORIENTATION

Thursday, September 10
6:00-7:30 p.m.

Dinner will be provided.
CETL Learning Studio, 200A Elliott Hall

Facilitated by
John Corso
Associate Professor of
Art History, CETL Faculty Fellow

Judy Ableser
Director of CETL

Sample Topics will include:

- Define TA Role and Responsibility
- Deal with Issues in the Classroom
- Find Teaching-Research Balance
- Prepare for Your First Semester as an Instructor
- Leave with a Professional Teaching Portfolio

Attend the orientation to learn about these topics.

Register at oakland.edu/cetl by clicking on Workshops

CONFERENCE — 10th Annual International Teaching and Learning Conference

Summary

The 10th Annual Teaching and Learning Conference was held at Oakland University on Wednesday, May 18th and Thursday, May 19th 2016. The theme was Transformative Teaching and Learning with Amanda Peet (University of Michigan) and Jeff King (University of Central Oklahoma) as the keynote speakers. Approximately 230 registered for the conference, 130 of whom were faculty, while other participants included administrators, staff and students. 138 were from Oakland, 75 from Windsor and 17 external participants. There were a total of 65 concurrent and poster sessions. The highlights of the conference included the theme, keynote speakers, special administrators' session, organization, and engaging conversation.

Theme and Keynotes

Transformative Student Learning. “The essence of transformative learning is that students are changed.” (Jeff King, Executive Director for the Center for Excellence in Transformative Teaching & Learning at University of Central Oklahoma). Transformative learning expands students' perspectives of their relationships with self, others, community and environment. Students need to acquire skills beyond discipline-specific content if they are to be the informed, engaged citizens, productive employees and competent and compassionate human beings. Transformative teaching creates opportunities for students to meet such challenges and, in some cases, go beyond their “comfort zone” to think, rethink, reflect and act on their perceptions and understandings of themselves and the world around them. By building on students' prior knowledge and experience, and providing opportunities to confront and resolve their own cognitive dissonance, we can promote powerful, meaningful, learning experiences.

Transforming Our Teaching. In addition to “transforming” how students think and learn, faculty and our academic institutions at large may experience new insights or cultural change that inspires them to transform their own approaches to teaching and learning. Examples include, but are not limited to embracing technology and online learning, shifting to an active learning or inquiry-based pedagogy, global education, service learning, supporting diversity and inclusive practices. What do we as faculty need to do to embrace, develop and implement such changes in our own practice?

Conference Presentation Opportunities

1. ***What*** is transformative teaching and learning? What strategies and techniques promote transformative learning?
2. ***How*** do we create transformative teaching and learning at the course, program department and institutional level?
3. ***Who*** are our learners and how will this impact them in their courses, in their university experience, life, career and role as engaged citizen?

TRANSFORMATIVE TEACHING AND LEARNING

What does it mean?

"Transformative" is used in many contexts to signal a profound change.

What, then, does it mean in higher education?



TRANSFORMATIVE TEACHING AND LEARNING...

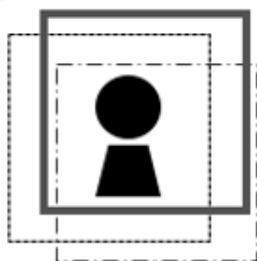
changes the way you interpret your place in the world and how you make meaning of it.

(adapted from Mezirow's language, 1991)



produces a fundamental qualitative change in how you think of yourself concerning aspects of your life, and the change means you can't go back to your earlier conception.

(Stephen Brookfield, 2016 Transformative Learning Conference, UCO)



is the change process that transforms our frames of reference (Imel, 1998), which are the structures of assumptions through which we understand our experiences (Mezirow, 1997).



changes the beliefs we hold about ourselves and our relationships to others, the community, and the environment (adapted from University of Central Oklahoma's operational definition of TL).

Keynote Speakers

Our keynote speakers included Jeff King from the University of Central Oklahoma and Melissa Peet from the University of Michigan.



Melissa Peet

Transformative and Integrative Learning: Fostering Competent, Caring, Engaged and Productive Citizens

Although a growing body of research shows that embodied (unconscious) knowledge is essential to the development of effective workers, practitioners and leaders in all fields, this knowledge is rarely addressed in higher education. Dr. Peet's work on Integrative Learning and Generative Knowledge addresses this gap through the development of methods that help students identify hidden moments of learning, and connect those moments to academic knowledge. "Generative Knowledge" refers to the hidden strengths, capacities and sources of resilience people develop unconsciously as they learn, grow, and adapt to changing conditions across their lifespan. This knowledge is "generative" (resource generating) because it provides people with a sense of engagement, purpose and direction, which in turn, supports the development of different types of capacities.

Melissa Peet is the Director of Integrative Learning and Knowledge Management at the University of Michigan Ann Arbor's Ross School of Business.



Jeff King

That Voodoo That You Do: Transformative Learning in Your Classrooms

Transformative Learning (TL) can seem an arcane concept to put into practice, even magical in order to accomplish successfully, but it can be made explicit—the magical art of TL only seems that way because by definition it must involve students' (and teachers') limbic system processing, and the limbic system is not the part of the brain that processes language to describe with words the transformative moment. As with all learning, you can't "make" students learn. You can lead a horse to water, but you can't make him drink. With good TL practice, though, you can salt the oats. There are explicit, replicable, and effective methods and tools you can use to make TL more likely to happen in your classroom than simply leaving it to chance. Many faculty intuitively know some methods to accomplish this (which itself is a good example of limbic system knowledge and skill kicking in!). Dr. King's institution operationalizes TL by having faculty intentionally adapt at least one assignment to include the production of a student learning artifact designed to prompt a TL experience. The teaching science lies in scaffolding that experience. TL isn't voodoo, but the dramatic impact on students can seem magical.

Jeff King is the Executive Director of the Center for Excellence in Transformative Teaching and Learning at University of Central Oklahoma.

In addition to the two keynotes, King facilitated a Special Session for Administrators on Wednesday morning: Operationalizing Transformative Learning: Installing Tools and Processes to Do “TL” on Campus. Below is a description of the session.

The University of Central Oklahoma has implemented a university-wide process for ensuring that all undergraduates have a transformative learning experience. Their Student Transformative Learning Record (STLR) tracks each education based on proven measures of transformative experiences. Learn about the development, challenges, and strategies for sustainability UCO has implemented to ensure each student is utterly transformed by their education. Jeff King, UCO’s Director of the Center for Transformative Teaching and Learning, will guide us through the process, sharing everything down to examples of student work.



Jeff King during the Special Session for Administrators



Melissa Peet during her keynote presentation, Transformative and Integrative Learning.

Schedule and Concurrent Sessions

The conference ran on Wednesday, May 18th and Thursday, May 19th from 8:30 am to 5:00 pm both days. During the two days we had a total of 65 sessions including 13 workshops of 75 minutes, 36 presentations of 35 minutes and 16 poster presentations. We had close to 90 submissions. The selection was based on a blind review. Each proposal was reviewed and scored using a rubric by 2 reviewers. If there was a large discrepancy, a third review was complete.



Participants strategizing during Justin Teeuwen’s session: Taking Math to the Next Dimension.

Schedule of Events

Wednesday, May 18	8:30 a.m. – 5:00 p.m.
8:30-9:15 a.m.	Registration and Breakfast (Oakland Center, Banquet Rooms)
9:15-10:00 a.m.	Welcome and Interactive Session
10:00-10:15 a.m.	Break
10:15-11:30 a.m.	Concurrent Sessions: 75-minute and 35-minute sessions (South Foundation Hall); Special Session for Administrators: “How to Do TL, ” Jeff King (Oakland Room, Oakland Center)
11:30 a.m.-12:30 p.m.	Lunch (Oakland Center, Banquet Rooms)
12:30-1:45 p.m.	Keynote Presentation with Activity – Melissa Peet
1:45-2:00 p.m.	Break
2:00-3:15 p.m.	Concurrent Sessions: 75-minute and 35-minute sessions; “Open Conversation with Melissa Peet” (South Foundation Hall)
3:30-5:00 p.m.	Poster Session and Reception (Oakland Center, Banquet Rooms)

Thursday, May 19	8:30 a.m. – 5:00 p.m.
8:30-9:00 a.m.	Registration and Breakfast (Oakland Center, Banquet Rooms)
9:00-9:30 a.m.	Welcome
9:30-10:45 a.m.	Concurrent Sessions: 75-minute and 35-minute sessions (South Foundation Hall)
10:45-11:00 a.m.	Break
11:00 a.m.-12:15 p.m.	Concurrent Sessions: 75-minute and 35-minute sessions (South Foundation Hall)
12:15-1:00 p.m.	Lunch (Banquet Rooms)
1:00-2:15 p.m.	Keynote Presentation with Activity – Jeff King
2:15-2:30 p.m.	Break
2:30-3:45 p.m.	Concurrent Sessions: 75-minute and 35-minute sessions; “Open Conversation with Jeff King” (South Foundation Hall)
3:45-4:00 p.m.	Break
4:00-5:00 p.m.	Takeaways and Reflecting on the Conference: An Interactive Session (Banquet Rooms)

	363 SFH	364 SFH	371 SFH	372 SFH	373 SFH	374 SFH	376 SFH
10:15-10:50 a.m.	503 – Academic Entitlement in the Classroom: What to Expect and Strategies for Managing Different Types of Academic Entitlement D. Jackson J. Singleton-Jackson M. Frey C. McLeillon C. Raut Windsor	529 – ePortfolios: Providing a Path for Transformative Learning W. Roblyer-Schwartz K. Garkusha OU	LOCATED IN OAKLAND ROOM OAKLAND CENTER Special Session for Administrators: How to “Do” TL Jeff Kling	541 – Fertile Fields for Learning: Transformational Teaching and Learning at an Undergraduate Campus Farm F. Hansen J. Hanna OU	468 – Transforming Ourselves to Transform Students through Humane Education A. Domzalski, Madonna B. Gatarenk, Windsor	461 – Decolonizing the Teaching of Journalism (and) Writing A. Schneewels OU	474 – Peer- and Self-Reflective Assessment and Learning in Laboratory Experiences in Kinesiology Courses A. Duquette* E. Halle Windsor
10:55-11:30 a.m.					522 – “We Are All in This Together”: Learning from Our Peers from the Perspective of Student Mentors J. AK Barnals D. Cadorette J. Sands M. Renaud Windsor	462 – Developing Teaching Skills in a Research Intensive Graduate Program: Perspectives A. Goodwin L. Chittle S. Santarossa Windsor	476 – Development of an Online Clinical Performance Evaluation Tool D. Dayus G. Fawcett Windsor
2:00-2:35 p.m.	460 – Teaching Squares as a Tool for Transformative Teaching and Reflective Practice J. Tess-Navarro K. Jaskack OU	515 – Reflective Writing: Higher Education Meets Hollywood A. Skene J. Raffoul Windsor	Open Conversation with Keynote Melissa Peet	482 – Sociatic Cycles: Transforming Student Life-Long Learning D. Bazylk Madonna	470 – The Virtual Professor Is In: Transforming Teaching Presence in Online Courses S. Moore OU	534 – Creating Service-Learning Community Research Projects to Produce Transformative Learning S. Spencer-Wood OU	457 – I Taught Them – Did They Learn?: What Students Do During Learning B. Sabourin L. Sabourin Windsor
2:40-3:15 p.m.				499 – Designing Internships for Aspiring School Leaders Using Evidence-Based Teaching and Learning Practices S. Klein OU	486 – Faculty Development in Simulation-Based Pedagogy: A Model to Share D. Rickard J. AK Barnals Windsor	520 – Using Psychological Type Theory to Transform a Learning Strategies Classroom A. Prier, Waterloo E. McKellar, Waterloo G. Salnitri, Windsor	510 – The Relative Contribution of Ability vs. Effort to Key Outcomes in Higher Education: Importance, Controversy, Measurement L. Erdodi Windsor

Thursday, May 19

Schedule of Sessions

* author not presenting

9:30-10:05 a.m.	363 SFH 516 – Digital Devices in the Classroom: Dilemmas and Discussion T. Noel Windsor	364 SFH 536 – Using Collaboration to Connect Community, Campus, and Classroom S. Ruszkiewicz P. Todoroff L. Gaborian C. Mooty OU	371 SFH 521 – Your Aims, Activities and Accomplishments Documented in a Portfolio: Why and How to Build Your Teaching Dossier J. AK Bernois D. M. Andrews W. A. Wright Windsor	372 SFH Round Table/ Open Conversation 508 – Taking Math to the Next Dimension: Using Math to Teach Thinking Skills J. Teeuwen Windsor	373 SFH 444 – A Bleak House: Preparing PhDs for the Contemporary Job Market J. Coppock Windsor 443 – Transforming Teaching Through Targeted Faculty Learning Communities A. Nichols Hess OU	374 SFH 465 – Filling a Gap: An Essential Step to Transformative T&L S. Kuang OUWB 469 – Using Threshold Concepts as a Means for Transformative Teaching: Experiences from an Undergraduate IS Course G. Bhandari Windsor	376 SFH 441 – How Do We Write Now?: Teaching Voice with Social Media C. Moore, OU R. Smydra, OU 464 – Journey into Transformative Assessment G. Albr OU
11:00-11:35 a.m.	472 – Digital Revolution: Transforming Research, Collaboration, and Teaching Practices S. Moore OU	511 – The Stories We Tell: Transforming Teaching Through Celebratory Narrative J. Rajjwal E. Kustro M. Potter* Windsor	446 – Threshold Concepts and Transformational Learning S. Loftus OUWB Open Conversation with Keynote Jeff King	480 – Using the SE Constructivist Strategy for Class Management in a Postmodern Society S. Tabrizi G. Rideout*, Windsor	452 – From Traditional Teaching and Learning to Student Engagement: A Case Study J. Stogner D. Pusca, Windsor	475 – Transformative Learning through Student-Faculty Partnerships in Curriculum Development and Community Engagement D. Conalo-Medved et. Al, Windsor	488 – Profiling Teaching Practices Within a Multidisciplinary Department... A. Goodwin D. M. Andrews J. C. Dixon, Windsor
11:40 a.m. -12:15 p.m.				485 – A Multimedia Approach to Build Understanding of Structural Racism, Classism, Sexism, and Homophobia on Health R. Cherezum OU	509 – Transforming Time Management: Student Time Usage During Fall Reading Week K. Cramer R. Pochival N. Tavares Windsor	491 – Rethinking Pedagogy: How ... Transformative T&L Can Help Reduce Student Plagiarism J. Colella-Sandcock H. Alahmadi Windsor	497 – Transforming Inter-Professional Practice through Interdisciplinary Education B. McLaughlin A. Forias G. Cooper* Schulich, Windsor
2:30-3:05 p.m.	453 – Enhancing Your Course Through Service Learning: Planning Your Course Redesign T. Christ OU	517 – To Catch a Thief: Tackling the Problem of Plagiarism A. Shene Windsor		538 – Transforming the Classroom into an Inclusive Learning Environment S. Loftus OUWB Open Conversation with Keynote Jeff King	505 – If You Could Read My Mind: Transforming Course Content to Student Learning P. Todoroff, OU R. Kessling, Kendall	489 – Reintroducing Lateral Thinking: Teach Creativity While You Teach Everything Else A. Capell OU	514 – ... Teaching to Both Introverted and Extraverted Students L. Dietz, DePaul J. Katz, OU
3:30-3:45 p.m.					466 – Bringing the Abstract Into Focus: Applications of Behavioral Theory Through Text Connections L. Lapeyrouse U of M Flint	537 – "Courseourcing" a Text: Peer Review and Collaborative Writing... M. Crawford, Windsor F. Daci*, Ottawa D. Johnston*, Windsor	544 – Challenging the "Three Peer-Reviewed Articles" Assignment... E. Sproule OU

Poster Sessions

Session	Poster Title	Presenters
451	Dialogical Narrative Approach to Enhance Analytical Thinking and Student Engagement During Lecture-Based Classes	B. Ghiam* (OU); S. Loftus* (OU); S. ElSayed (OU)
467	Creating a Writing-Intensive Course for a Technical Program with Large Enrolment	J. Stagner (Windsor); D. Bourne (Windsor)
473	The Outline Activity	G. Allar (OU)
478	"Can 3 Minutes Make a Difference?": Bringing Brief Meditation Practice to the Undergraduate Classroom	C. Miller* (Windsor); K. Elder (Windsor)
487	Hybrid Molecular Model/Video Teaching Tool: Making Organic Chemistry Easier	S. Martic (OU)
490	Evaluating Effectiveness of Intimate Partner Violence Education in Clinical Clerkships	J. Truong (OUWB); D. Jung* (OUWB); V. Lucia* (OUWB); N. Afonso* (OUWB)
492	Reflecting on Reflections: A Phenomenographic Approach to Curriculum Studies	D. Silva (Wayne State U); D. Gardner (WSU)
495	The Impact of Applying the Principles of the New Teacher Induction Program (NTIP) on Mentoring New Early Childhood Educators	S. Shahbazi (Windsor)
496	Playing to Motivate Engagement	J. Olivares Aguila (Windsor); Z. J. Pasek* (Windsor); E. Ntake (Windsor)
498	Front-end Evaluation Planning: Articulating Purpose and Key Questions	J. Singh (Qualitative Advantage, LLC)
507	GATA Network: Strategies Used to Promote Transformative Teaching and Learning among Graduate and Teaching Assistants	L. Chittle (Windsor); E. Ismail (Windsor); P. Boulos (Windsor)
513	Permaculture and Transformative Learning: It Is All About Interacting Relationships	J. Hotte (Windsor)
518	Identifying Student Approaches to Learning: Undergraduate Student Perceptions of Teaching and Learning at the University of Windsor	B. Sabourin (Windsor)
528	Building Online Community and Content Skills Using Class Citizenship Behaviors	C. Moore (OU)
532	Employing Audio Feedback to Transform Assessment and Revision of Technical Writing	C. Wilson (OU)
533	Transform Undergraduate Research Teaching to Promote Metacognitive Skills Building	L. Yao (OU)

* author not presenting

Poster Session Winner and Highlights

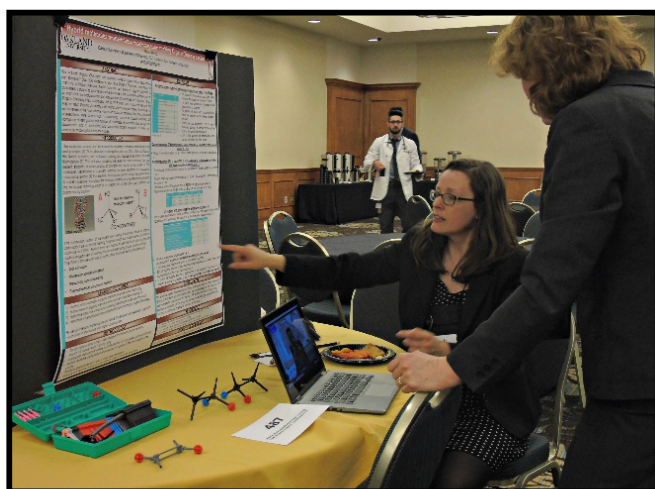
The winner of the Dr. William McKeachie Poster Competition was Jenni Hotte from the University of Windsor on Permaculture and Transformative Learning: It Is All About Interacting Relationships.



Jenni Hotte, Poster Competition Winner, and Alan Wright, Vice-Provost at Windsor



The Dr. Wilbert J. McKeachie International Poster Prize established in 2009 for the University of Windsor (ON) and Oakland University (MI) Annual Teaching and Learning Conference.



Sanela Martić discussing her poster on organic chemistry with Erika Kustra.



Jessica Olivares Aguila and Evelyn Ntake with their poster "Playing to Motivate Engagement."

Registration

This year we closed the registration when we reached 230 participants representing 215 for Wednesday and 187 for Thursday, with 217 attending.

The breakdown of the 230 are as follows:

- Oakland University 138
- Windsor 75
- External/other 17

The participants included:

- Faculty 131
- Staff and Admin 35
- Grad Students 42
- Undergraduates 16
- Other 6



Participants from different universities networking before the concurrent sessions begin.

Of the 13 no-shows 8 were graduate students from Oakland.

Feedback

The feedback for the conference was extremely positive with excellent and good ratings for all areas including conference administration and conference sessions. The feedback highlights mentioned include the keynote speakers, engaging conversations, organization and food. The main suggestions for future conferences included technology improvements (i.e. some session rooms had audio difficulties with the recordings) and restructuring the closing session as too few people attend. A full list of highlights and recommendations can be found in Appendix F.

Highlights

The conference was a resounding success this year. Some of the highlights are summarized below:

1. Excellent theme and keynote speakers
2. Extremely well planned, organized and implemented by CETL team
3. Engaging conversations and interactions
4. Strong concurrent sessions



Suzanne Flattery and Marian McClellan welcoming participants.

It continues to amaze me at how effective our CETL team is in organizing and implementing a conference of this scope with our limited personnel resources. Appendix B provides a 10-page detailed list of all tasks required to run the conference. This checklist demonstrates how comprehensive and time-consuming this conference was. CETL has a full-time director and assistant, two half-time staff, and three very part-time staff, compared with the Windsor Center that has more than 10 full-time staff members.

TEACHING TIPS

Weekly Teaching Tips were sent out during the fall and winter semester to 361 faculty and staff (those that had registered to receive them). The weekly Teaching Tip included the infographic and overview with a link to the website that included a more in depth explanation of the tip. Of the 22 teaching tips posted, 7 were developed by OU faculty. These included the following:

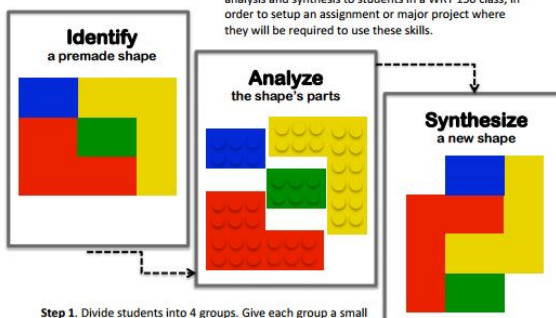
1. Teaching Squares: Ideas from Peer Observation, Judy Ableser
2. Reflective Practice: SKAP – Skills, Knowledge, Attitudes, Practice, Judy Ableser
3. The Benefits of Collaboration Activity, Katie Jostock
4. Synthesizing and Analyzing Legos, Jessica Tess-Navarro
5. Peer Review Protocol, Christina Moore
6. Mindfulness Bell, Katie Jostock
7. 4 Simple Ways to Tweet the Class, Jessica Tess-Navarro

Here are some samples of this year's tips:

CETL Weekly Teaching Tips presents

Analysis and Synthesis Learn with Legos

Analysis and synthesis are key concepts to critical thinking, but these abstract terms can make students' heads spin. Make the abstract tangible by using Legos to visualize and build these concepts, first by taking apart a premade shape (analysis) and putting them back together in a new way (synthesis). This activity introduces and illustrates how to do analysis and synthesis to students in a WRT 150 class, in order to setup an assignment or major project where they will be required to use these skills.



Identify
a premade shape

Analyze
the shape's parts

Synthesize
a new shape

Step 1 Divide students into 4 groups. Give each group a small cube made out of Lego pieces. The Legos should be different colors and shapes and all of the cubes should be constructed in a different pattern of pieces, instead of looking all the same. Ask the students to first recognize the shape of the Legos. They should confirm "a cube" or something similar.

Step 2 Ask the students to disassemble the Legos into individual pieces. Then ask, "How was the cube made?" and have them discuss the pattern and structure that once made up the cube. Each group has a different pattern.

Step 3 Briefly explain that this is how we do analysis, by breaking something down into its components and evaluating how and why it works.

Step 4 Now, ask the students to take their Lego pieces and build a new shape. Either leave it up to the groups what they build, or give each group a specific task (e.g., "build something long and narrow/flat and square/etc.").

OAKLAND UNIVERSITY

CETL Weekly Teaching Tips presents

Four Simple Ways to Tweet the Class

No matter your level of activity on Twitter, these four simple strategies give your students the freedom to engage in the class in a new mode. It may also freshen class activity as the semester wraps up. Decide on a hashtag to use, such as your course number, and let students loose!

Ask students to tweet with the hashtag to facilitate activities such as the following:

- ☐ Comprehension of Material – Students practice writing concise summaries/analyses of class readings in 140 characters
- ☐ Note-taking – Students live-tweet notes about class lectures and activities
- ☐ Class Discussion – Students tweet potential discussion questions on a topic before class
- ☐ Reflection – Students write brief reflections about class afterward in order to solidify takeaways

EXAMPLES

ASK
discussion questions before class

"Digital immigrants feel that the way that our generation uses the Internet is dangerous and harmful. Are they wrong? #WRT102"

SUMMARIZE
concepts and readings

"Brandt argues we are reading differently in order to write and that we should do more research on the cognitive connection between reading and writing #WRT150"

TAKE NOTES
on lectures and activities

REFLECT
as class closes

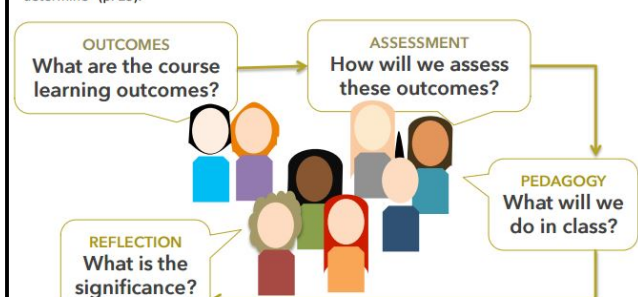
"Moses had not felt comfortable at all becoming a leader. In my opinion, his ability to do so despite that shows great bravery #HC202"

Center for Excellence in Teaching and Learning

CETL Weekly Teaching Tips presents

Co-Constructing Your Course Curriculum

Negotiated curriculum, also known as integrated, co-designed or co-constructed curriculum, is "a dynamic process in which what is taught and learned (the curriculum) is negotiated between teacher and students, rather than being solely pre-determined by the teacher" (Edwards, 2011, p. 144). Negotiating the what, how, when and where of a course gives students greater ownership of their learning experience, increases student motivation and fosters heightened engagement in the learning process. Harris (2010) explains: "the idea is that dialog will encourage learners to understand their responsibility in their own learning process, motivating them to engage positively in its activities so that they can accomplish the objectives they have helped determine" (p. 23).



OUTCOMES
What are the course learning outcomes?

ASSESSMENT
How will we assess these outcomes?

PEDAGOGY
What will we do in class?

REFLECTION
What is the significance?

UDL INITIATIVE — Universal Design of Learning

The Universal Design Initiative as outlined in Part 1 as an example of a university-wide initiative sponsored by CETL that will foster student success through pedagogical development. Universal Design of Learning is an overarching practice to reduce barriers and increase accessibility to increase the success of all learners. Whereas accommodations are created to address students with special needs, UDL is designed to address the diverse needs of all learners. Examples of campus-wide UDL might include recording of all lecture/class sessions so that students can re-watch the lectures to take further notes or to help study for a test. Another example might be to provide the content in multiple formats (i.e. closed caption on videos, voice overs, etc.). Many practices might involve using classroom technology in effective and efficient ways. A non-technology example, however, might be to offer students a range of due dates or a variety of types of class assignments.

Universal Design began as an architectural innovation. As an example, street corner ramps may have been designed to assist those in wheelchairs, but in reality it helps those pushing baby strollers, luggage or shopping carts. UDL was then implemented in K-12 settings and is now being embraced in higher education. The two main professional organizations that promote and support UDL are CAST (Center for Applied Special Technology) and the National Center for Universal Design of Learning.

With the new focus of OU's strategic plan on student success and a commitment to diversity of learning on campus, this year CETL formed the UDL Initiative to explore how our campus could embrace and implement UDL at Oakland. The director explained the principles of UDL to the Council on Diversity and received their endorsement. An administrative team has been formed and has met monthly to learn more about UDL and how we can move forward.

The team currently is comprised of:

- Judy Ableser, CETL Director
- Shaun Moore, e-LIS Director
- Nancy Schmitz, Dean of Students
- Joi Cunningham, Director of Diversity, Equity and Inclusion
- Teresa Rowe, Chief Information Officer, University Technology Services
- Linda Sisson, Director of DSS
- Adam Gordon, Systems Analyst & Support Spec, Classroom Support/Tech Services
- Rusty Pidsosny, Systems Analyst & Support Spec, Classroom Support/Tech Services
- Amanda Nichols Hess, Library
- Rod Nyland, SOM
- Student Representative

Our plan is to roll this out to the general OU community within the coming year. We will establish a mission and values statement and present it to the executive. Amanda Nichols Hess, who will be serving as a CETL Faculty Fellow, will be leading a Faculty Development Institute on UDL this coming year. During winter 2017, a series of workshops will be provided through CETL. The UDL team will expand to include faculty representation.

PART 3 — GOAL #2: ENHANCING FACULTY SUCCESS THROUGH PROFESSIONAL DEVELOPMENT

MENTORING and CONSULTATIONS

Both Mentoring and Consultations have been described under the previous section of Fostering Student Success under Pedagogical Development. Yet both of these services cross over to enhance and support faculty success. During Consultations sessions 12 of the 114 (10%) identified their primary reason for seeking support was directly due to professional and personal issues. Yet a large percentage of other consultations, although initially requesting support for a teaching issue, in fact, wanted to discuss concerns they may be having with colleagues, the institution, or their career choice. This has been a theme each year; many faculty need the opportunity to be heard and validated in order to feel successful and to create a sense of identity and belonging.

In addition to the Mentoring for Emerging Faculty FDI cohort, 1:1 mentoring was offered to this group and to other new faculty members to assist them in their transition to the role of faculty and managing their new position.

NEW FACULTY ORIENTATIONS

New Faculty

This past year we had 40 new full time faculty that were invited to the New Faculty Orientations; 32 faculty attended the New Faculty Dinner and 28 attended the Full Day Orientation.

Pre-Orientation Workshop Day

This past year we offered a full day of Pre-Orientation Workshops in early August (August 4th) to allow time for new faculty to learn and implement some important aspects of teaching and learning. In previous years we offered shorter sessions on teaching and learning (effective syllabus, Moodle, etc) during the New Faculty Orientation which was only 10 days prior to the beginning of the semester. Based on feedback, faculty had said that it did not give them enough time to plan their semester when the training was so close to the start of classes. We recorded and posted the Pre-Orientation Workshops on our website as we realized that not all faculty would be able attend the early August date as they were not under contract and may not have moved to the area yet. Yet, of the 37 new full time faculty, approximately 25 did attend.

The Center for Excellence in Teaching and Learning invites you to

Getting Started at Oakland University Pre-Orientation Workshops for New Faculty

Tuesday, August 4, 2015
CETL Learning Studio, 200A Elliott Hall 9:30 a.m.-5:00 p.m.

This series of pre-orientation workshops provides hands-on guided development to prepare you for your first semester teaching at OU. By the end of the day you will have a foundation for teaching OU students, develop your syllabus, jump into your course management online space and practice the basics of technology in your classroom.

Register for one or all sessions at oakland.edu/cetl/workshops

Come Prepared with OU Net ID, ADMNET, and Password
 See instructions included with your welcome letter, or contact flattery@oakland.edu.

Welcome – 9:30-10:00 a.m.

10:00-11:00 a.m.
Teaching and Learning at OU
 Judy Ableser, the CETL Director, provides background on the student demographics at OU, the university's priorities in serving this population and resources available to faculty as they develop their teaching.

11:15 a.m.-12:45 p.m.
Developing Your Syllabus
 This workshop digs into the work of developing or revising your syllabus based on OU's standards, your teaching and learning goals, and constructive alignment of course activities and assessments.

Register for Lunch – 12:45-1:45 p.m.

1:45-3:15 p.m.
Moodle: OU's Learning Management System
 e-Learning and Instructional Support introduces the platform for instructional content for your classes, from electronic documents and videos to online activities and assessments. Start building your course materials during the session.

3:30-4:30 p.m.
Classroom Technology
 Classroom Support and Instructional Technology Services demonstrates the technology available in every OU campus classroom, from projectors and video players to computers and recording equipment.

Wrap Up – 4:30-5:00 p.m.

All sessions will be recorded for those who cannot attend.



New faculty during the Pre-Orientation sessions



The feedback and impact from the day was clearly evident. The overall rating of the “value of the pre-orientation workshops was 4.86/5. Comments included: “The pre-orientation workshops were very helpful and the timing was excellent. It gives me time to go over my own syllabus; everyone was very kind and helpful.” And “I am glad that I attended this informative event.”

We offer 1:1 consultations and feedback to all faculty on their syllabi. In previous years, there was not enough time to provide this support to new faculty. This year, numerous new faculty submit sample syllabi for review.

The ratings from each session are listed below:

Teaching and Learning – 4.86/5

Effective Syllabus – 5.0/5


Introduction to Moodle – 4.71/5

Technology in the Classroom – 4.71/5

Based on the success of the Pre-Orientation workshops, we plan to offer this each year.

New Faculty Link on Website

New faculty are required to complete numerous forms and submit a bio/picture for the new faculty booklet that is shared at Orientation. In the past, each of these steps had to be done separately. This year we created a “one-stop shop” for all New Faculty to use to find important resources and information and to submit the required forms and documentation, and a spot to register for the Orientation sessions. The site also provides links to all resources, documents, handbooks and Power Points from the Orientation. Faculty seemed very appreciative of this.



Welcome New Faculty!

Welcome to Oakland University! Whether you are a tenure-track professor contributing your research and service or a part-time lecturer teaching a night class, we are privileged to have you join our community. We appreciate the ways in which you will teach, research with, and serve our students.

Traffic Update

NEW FACULTY RESOURCES **GETTING STARTED** WORKSHOPS HANDBOOKS

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

1. **Set up benefits with UHR.** University Human Resources sends all new employees a packet of information regarding Benefits information and orientation. Visit UHR's **New Employee Responsibilities** page to review available information.
2. **Ensure that all of your paperwork with Academic HR is complete.** If you have questions visit <http://www.oakland.edu/ahr>
3. **Get your Grizzly ID number and your e-mail 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 e-mail address. Please forward us this email address *as soon as possible* so we can continue to communicate with you within our system. Send to: flattery@oakland.edu.
4. **Pick up your Oakland ID Faculty/Spirit Card** from the **ID Card Office** which is located in 112 Oakland Center. In order to receive your ID card you must have the following: Photo ID (driver's license or passport), Grizzly employee number, Proof of employment, Letter of offer – or – pre-notification letter from Academic HR – or – from individual hiring department.
5. **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**. Then, submit an **ADMNET Access Form**.
6. **Obtain necessary room keys.** Make arrangements through your department to obtain keys (building, filing, desk, etc.). Then, **pick up Z-4 Classroom key at 116 Varner Hall**, which allows access to all general use classrooms. You must present your OU Oakland ID Faculty/Spirit card in order to receive your classroom key. Office Hours: Monday-Thursday 7 a.m.-9 p.m. | Friday 7 a.m.-5 p.m. | Saturday 8 a.m.-5 p.m. | For questions, call 248-370-2461 or email csits@oakland.edu.

New Faculty Dinner

The other initiative that we implemented this year was to offer a New Faculty Dinner the night before the full Orientation. In previous years, we offered a two-day Orientation session. The first day was an overview of OU and the second day was focused on teaching and learning. Based on feedback from the previous year, faculty felt that too much time was devoted to the orientation too close to the start of the semester and the time would have been better used preparing for classes. We streamlined this by offering a one-day Orientation proceeded by an evening dinner to welcome and introduce the new faculty.

The dinner included opening welcome remarks from different senior administrators, introduction of each faculty member, picture with faculty member and president and provost, gift bags, group picture, copy of the Faculty Handbook and two presentations by Academic Human Resources and Emergency Preparedness.

Oakland University 2015- New Faculty Dinner

Monday evening, August 24th, 2015

4:30 pm - 9:00 pm

Gold Rooms (located in the Oakland Center)

4:30-5:00 Registration and socializing

5:00-5:30 Welcome Remarks and Introductions- President George Hvnd & Judy Ableser- Host-CETL Director

5:30-7:00 Dinner served

6:15-7:00 Welcome - Provost James Lentini, Introduction of Faculty by each Dean (during dessert and coffee)

- o Dean of College of Arts and Sciences- Dr. Kevin J. Corcoran
- o Associate Dean of University Libraries- Associate Dean Shawn Lombardo
- o Dean of Oakland University- William Beaumont School of Medicine- Dr. Robert Folberg
- o Dean of the School of Business Administration- Dr. Michael A. Mazzeo
- o Dean of School of Education and Human Services- Dr. Jon Margerum-Leys
- o Dean of School of Engineering and Computer Science- Dr. Louay Chamra
- o Interim Dean of School of Health Sciences- Dr. Richard Rozek
- o Interim Dean of School of Nursing- Dr. Gary Moore

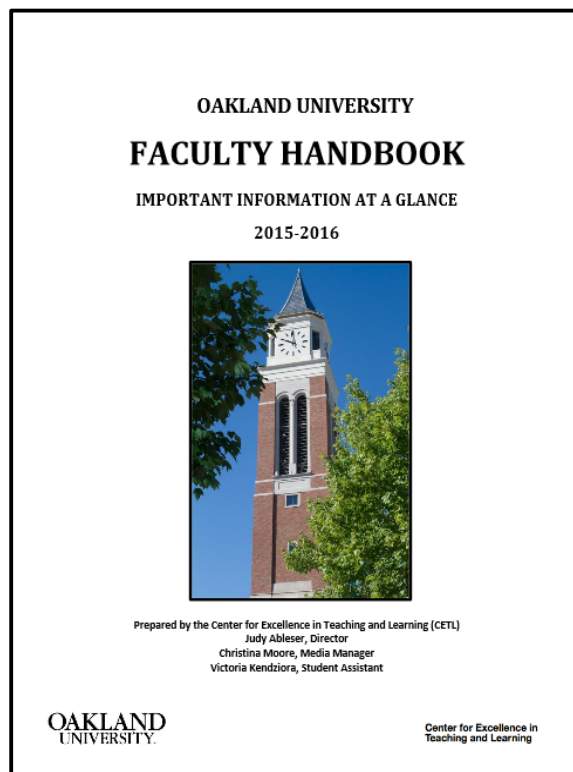
7:00- 7:15 Introductions of Administration- Senior Associate Provost Susan Awbrev, Dean Claudia Petrescu, Dean Graeme Harper, V.P. Student Affairs Glenn McIntosh

7:15-7:45 Break + Group Picture

7:45-8:15 Academic Human Resources- Associate Provost Michelle Piskulich & Cathy Rush

8:15-8:45 Emergency Preparedness- Chief Mark Gordon

8:45-9:00 Wrap-up and Debrief



Full Day Orientation

On Tuesday, August 25th the Full Day Teaching and Learning Orientation was held. This year we structured it so that the SOM faculty only attended the topics of relevance to them (i.e. they use a different Registrar system and do not have the same Tenure and Promotion guidelines).

The feedback on the Dinner/Full Day Orientation was very positive. The overall rating of the value of the Orientations was 4.73/5. A perfect 5/5 was rated for the Orientations and Pre-Orientation workshops to be welcoming and helpful in their transition to Oakland University. Comments included:

- “I appreciated that the President, Provost and Deans took the time to visit with us at the Welcome dinner. It feels wonderful to be welcomed and treated with such care.”
- “I highly enjoyed the Orientation and received a lot of good information, as well as the opportunity to network with other new colleagues. It was very comprehensive and welcoming.”

One suggestion for future Orientations that was helpful was to let faculty know ahead of time that a formal picture will be taken at the dinner so they can dress appropriately.



President Hynd



Provost James Lentini



Oakland University	
New Faculty Orientation	
Tuesday, August 25 th 2015 9:00 am -5:00 pm	
Gold Rooms (located in the Oakland Center)	
9:00-9:30	Registration and Buffet Breakfast
9:30-10:00	Welcome, Handbook and Activity- Host- Judy Ableser
10:00-10:30	Who are our Students? - Judy Ableser
10:30-11:00	Overview of Student Services Dean of Students- Nancy Schmitz
11:00-11:15	General Education- Fritz McDonald
11:15-11:30	Break
11:30-12:15	Registrar- Steve Shablin & Paul Battle
12:15-12:45	Tenure and AAUP- Kevin Grimm & Scott Barns
12:45-1:00	Break/ Register of SOM
1:00-2:00	Lunch
1:30- 2:00	Tenure Panel with lunch- 1 st year faculty- Sam Srauv - Newly Tenured- John Corso - Full Wise Professor- Laila Guessous
2:00-2:30	Research- Arik Dvir
2:30-2:45	Break and walk over to locations
2:45-4:20	CETL & Tours/e-LIS-Library-Classroom Technology
4:20-4:30	Break - walk back to Gold Rooms
4:30-5:00	Wrap-Up and Debrief- Judy Ableser

Social Gathering for Families New to the Area

Another initiative that was added this year for New Faculty was a social gathering at the CETL Director's Home for New Faculty and their families who were new to the area. This was held on the Sunday of the Labor Day weekend. About 20 attended including faculty, partners and children.



Bring your partner/spouse/children to meet and mingle with other new faculty and their families. Michigan's best ice cream just a few minutes drive from here. Please bring a treat to share (dairy or vegetarian). Looking forward to relaxing and socializing with you in my "cottage-like home". We are just 15 minutes north of the campus (off I-75 at M-15- then north 3 blocks and turn right). Please rsvp to ableser@oakland.edu or respond to the "evite".

Judy Ableser

Feedback on New Faculty Orientation

"I would also like to share another observation I had. All of the new staff which were present for the meeting were wonderful. I feel as though I made some new friends and colleagues that I can call on when I have a question.

As I was preparing for the semester, I had to go and get the basics such as a room key, Grizzly ID, etc. Every OU staff member that I met with was extremely helpful and patient. Such a positive work environment!!!

Well, I know you are busy but I have one last comment. Based on my experience so far, I think it is going to be an exciting and great year at OU!!!"

Part-Time Orientation

The Part-Time Orientation was held on Wednesday, August 26th from 5:00-9:00 p.m. This year we had a full group of close to 30 faculty attend the event. The format was similar to previous years.

OAKLAND UNIVERSITY	
Part Time New Faculty Workshop	
Wednesday, August 26, 2015	
5:00-9:00 p.m.	
Learning Studio- 200A Elliott Hall	
5:00-5:30	Registration and Meal
5:30-6:00	Welcome – Teaching and Learning (learning + engagement + student success) Judy Ableser- Director- CETL
6:00-6:15	Who are our Students and how do they learn? -Judy Ableser
6:15-6:45	Student Support Services- Dean of Students- Nancy Schmitz
6:45-7:30	Faculty Support <ul style="list-style-type: none">o Instructional Technology – Zander Buckinghamo E-Learning – Shaun Moore & Nic Bongerso Library- Dominique Daniel
7:30-7:45	Break
7:45- 8:15	Learning the Ropes- Registrar- Paul Battle
8:15-8:30	CETL- Judy Ableser
8:30-8:45	Emergency Preparedness - OU PD – Chief Mark Gordon
8:45-9:00	Wrap-Up

Feedback continued to be very strong for the Part-Time Orientation. The overall value for the evening was rated as a 4.5/5. In fact, all participants who responded to the feedback survey rated the evening as a 5/5 except for one individual whom scored everything very low, which impacted the results. Comments included: The session was worthwhile and greatly appreciated. The entire evening was well planned and very useful. The one faculty member who was negative felt the evening was too long.

Comment on Orientation from a New Part-Time Faculty Member

"I would like to take a moment and share my feelings or opinions about the orientation meeting back on August 26. I thought the meeting was outstanding. As a new lecturer at OU, I found it to be very informative and worthwhile. I really liked the way OU's policies and procedures were introduced. The guest speakers were on target with their subject matter. The material they presented gave me plenty to think about and do, as I prepare for my first day of class on August 14. More importantly, the way things were presented took away my feelings of being "lost" at OU. By "lost," I really mean overwhelmed. It is very easy for a new member of the staff, especially part-time staff, to get lost in the maze of rules, policies and logistics that a large university such as OU can present. When I left that meeting, I felt as though I was appreciated and not just another body on campus. You, along with all the other speakers provided so much insight and advice that I was frantically taking notes at the end. Which is why I passed when given an opportunity to comment."

New Faculty Welcome Card

The final initiative that CETL added for new faculty this year was the creation of a 2-sided laminated Welcome Card that is to be distributed to all new hires by their department. The card summarizes what they need to do to get started and provides links and resources. Copies of this card were distributed to each department on campus in early January.



New Faculty Breakfast

The New Faculty Breakfast was held on Tuesday, March 29th with 32 people in attendance including 21 new faculty and 11 administrators. In addition to reflecting on their first year experience, we asked that they share their feedback online. All the responses at the breakfast and online were very positive. The number of online responses, however, very minimal. Faculty commented that they valued the support from their departments and from CETL in helping with their transition to Oakland. Due to a mild winter, no one this year commented on issues with cold or snow!

TEACHING GRANTS

The focus of this year's Teaching Grants aimed at increasing student success and the scholarship of teaching and learning. The rubric and call for grants were similar to last year's with the medication of focusing in student success. The grant stipend remains at \$3,000 (\$1,000 being at the time of the award and the remaining \$2,000 being awarded once the final report is submitted the following year) totaling \$18,000.00.

This year we awarded 6 out of 11 Teaching Grants. Four awardees are from CAS, one from SEHS and one from Nursing. The ranks/positions include three special lecturers, one assistant professor and two associate professors. The following faculty were awarded the grants:

- Tanya Christ, Associate Professor (Reading & Lang. Arts, SEHS)
- Jess Tess-Navarro, Special Lecturer (Writing & Rhetoric, CAS)
- Rachel Smydra, Special Instructor (English, CAS)
- Catherine Jostock, Special Lecturer (Communication, CAS)
- Lan You, Assistant Professor (Nursing)
- Lisa Levinson, Associate Professor (Linguistics, CAS)

Below are some highlights from the previous year's awardees final reports.

"The purpose of this project is to examine the views of pre-service teachers in regards to what they consider to be equitable mathematics teaching and how it is reflected in the development and critique of mathematics lessons. The aim of these efforts is to improve the effectiveness of the course as well as to share the results with a broader mathematics education community. In particular, the involvement of pre-service teachers in two 2 countries (US and Korea) provided the opportunity to examine commonalities and differences between pre-service teachers' conceptions of equitable mathematics instruction. More specifically, this project intended to accomplish the following goals:

- *Deepening understanding of equitable mathematics teaching in the context of mathematics education*
- *Increasing awareness of individual needs of children from multiple cultural and socioeconomic backgrounds*
- *Tracking professional growth of pre-service teachers regarding the equity principle for school mathematics*

Preliminary results show Korean and American preservice teachers' emerging understanding of equitable mathematics instruction and their potentials of integrating equity issues in the classroom. Although unanimous support for the importance of equitable mathematics teaching showed in multiple surveys throughout the semester, they still need substantial time and support in envisioning how equitable mathematics teaching looks. The noted patterns underlying collaborative lesson development reported in these preliminary results offer some implications. Preservice teachers tended to offer neutralized contexts/tasks rather than contexts

that problematize inequity issues. This implies that many of them believe that removing problematic content in terms of equity is more desirable approach than employing it in the instruction. Also, preservice teachers emphasized support for all students in the initial phase of this project, but when it comes to the actual lesson planning, they revealed limited knowledge of a student or students' community. Two cases addressed in student work included ADHD students and mathematically low-achieving students. Other factors were not readily brought into the lesson development. Major accommodations for these cases imply the deficit view that preservice teachers may hold that equitable teaching is a way for more capable and advanced people to help less capable students. It was also notable to see the substantial differences in grouping strategies between two sites. The debates on the effectiveness between same-ability grouping and mixed-ability grouping were persistent in multiple phases of this project. The data from other phases of the project show different past experiences and perceptions of the student tracking issues. Instructors hypothesize that this difference may be in tandem with preservice teachers' past learning experiences in their own educational setting and culture, and in-depth investigation is needed. With further analysis of the data in order, we hope it will help us explain missing links and to identify ways to support preservice teachers' abilities in successfully teaching mathematics equitably."

Ji-Eun Lee, Associate Professor Department of Teacher Development and Educational Studies, SEHS

"This work describes the implementation of a Reconfigurable Computing course for both senior undergraduate students and graduate students. This class provides students with the theory and techniques to design hardware/software systems that can be reconfigured (usually at running time). Students were evaluated in their ability to successfully partition a system into hardware and software components to implement a reconfigurable system. We elaborate on the course structure, list enhancements for further course implementations, and provide details on the final projects developed by the students. Results are encouraging: students successfully completed the assignments and final projects, and were highly satisfied with the overall course learning experience. The course material (lecture notes, assignments and tutorials) is freely available online. The main aim of this course (offered as an elective) is to motivate students, foster collaboration, and provide further research opportunities."

Daniel Llamocca, Assistant Professor in Electrical and Computer Engineering, SECS

LILLY CONFERENCE

This year CETL sponsored 20 faculty to attend the Lilly Conference in Traverse City on October 15-17. We had more than 30 travel grant applications, selected 18 and did a raffle at the New Faculty Orientation for two new faculty to attend. Nine* of the selected awardees presented at the conference. Each travel grant is worth over \$1,200.00 and covers the full cost of registration, hotel and transportation. The total amount granted was approximately \$24,000.00. In addition to attending the conference, CETL organized a reception and a dinner for all OU faculty to network with each other.

The Center for Excellence in Teaching and Learning invites you to	
Lilly Conference Series on College and University Teaching and Learning EVIDENCE-BASED TEACHING AND LEARNING	
Traverse City, MI October 15-17, 2015	
	
Lilly Conference Proposals Due June 9 Visit lillyconferences.com/tc/proposals	CETL Travel Grant Application Due June 15 Visit oakland.edu/cetl/conferences
Travel Grant Application found at oakland.edu/cetl/conferences	

Call for Travel Grant Applications

CETL is pleased to sponsor grants to attend the Lilly North Conference in Traverse City, MI October 15–October 17. All Oakland University faculty (full- or part-time) are eligible to apply. The travel grants include the registration fee, which includes most meals, up to three nights' accommodations at the Park Place Hotel and additional travel expenses.

Call for Conference Proposals

The call for proposals for presentations at the conference is now open until June 9. The theme is **Evidence-Based Teaching and Learning**. Submit proposals to <http://lillyconferences.com/tc/proposals/>

Recipient Selection Process

The selection of travel grant recipients will be based on the order in which faculty submit applications, whether they are a “first time attendee” and/or an “accepted presenter.” Selection of CETL awardees will be confirmed in early August once it has been determined by Lilly which proposals have been accepted. Any additional participants who do not receive a travel grant will still be eligible for a 10% discount for registration.

The attendees this year included:

- Kathleen Spencer, Nursing, Special Instructor
- Osamah Rawashdeh, Electrical & Computer Engineering, Assoc. Professor
- Stephen Loftus, School of Medicine, Assoc. Professor *
- Rodney Nyland, Biomedical Sciences (OUWB), Asst. Professor
- Mary Anne Cukr, Health Sciences
- Eileen Johnson, Organizational Leadership, Assoc. Professor
- Christina Moore, Writing & Rhetoric, Special Lecturer *
- Mary Dereski, Biomedical Sciences (OUWB), Assoc. Professor *
- Josephine Walwema, Writing & Rhetoric, Asst. Professor *
- Crystal VanKooten, Writing & Rhetoric, Asst. Professor *
- Amanda Nichols Hess, University Libraries, Asst. Professor *
- Kieran Mathieson, Decision & Information Sciences, Assoc. Professor
- Felicia Chong, Writing & Rhetoric, Asst. Professor *
- John Corso, Art & Art History, Assoc. Professor
- Jenna Katz, Writing & Rhetoric, Special Lecturer *
- Judy Ableser, CETL, Director
- Susan Awbrey, Provost Office, Sr. Assoc. Provost
- Katie Myson, Nursing, Full Time Adjunct *
- Larry Buzas, New Faculty, SEHS, Assistant Professor
- Lan Yao, New Faculty, Nursing, Assistant Professor

** conference presenter*

In addition to the 20 awardees, another eight Oakland faculty attended resulting in 28 OU participants at the Lilly Conference.



PROVOST'S INITIATIVE ON EVIDENCE OF TEACHING EFFECTIVENESS

The Provost has indicated that he would like a thorough review and revision of the current “course evaluations” used at Oakland. “Course evaluations” in this context refers to the student survey given at the end of each semester. This is not truly a “course evaluation” but it is most frequently called that at OU. The Provost would like the university to develop and implement best evidence based practices for “course evaluations.” Currently each department in the College and each School has a different course evaluation, the questions range across surveys, as does the rating scales, ways in which it is given and ways, analyzed and used.

When the Provost discussed this with CETL, the Director indicated that if OU is to review and revise the “course evaluations” it should be done in conjunction with reviewing other evidence that could be used for evaluation of teaching effectiveness for formative (improvement and growth of teaching) and summative (decision-making, tenure, promotion, merit) assessments as research has clearly indicated in evaluating teaching effectiveness “student course evaluations” should only be used as one of multiple measures as they really measure student satisfaction and student perceptions of teaching/courses.

After reviewing the process that other institutions have used in revising their “evaluations” it was determined that this is a 3- to 5-year long-term project as it requires faculty buy-in and a shift in culture to value teaching and learning. The Director agreed to co-chair this Initiative with the Senior Associate Provost. Two task forces will be created with representation from faculty across the campus. The first task force will explore “Course Evaluations” and the second task force (in the future) will explore “Additional Evidence of Teaching Effectiveness used for Formative and Summative Assessment” (see Appendix K).

Phase 1: to review current course evaluations/process in which they are used

- Identify/develop 10 common core questions (with additional questions that can be developed by each department/school/college/individual faculty)
- Identify process including:
 - How information is obtained (on line, on ground)
 - Who receives the information and in what form (analyzed, raw data)
- Target pilot implementation within year (fully functioning across campus in future)

Phase 2: create a committee to review and develop a triangulated review system of multiple evidence of teaching effectiveness

Goals of this project include:

1. Enhancing the culture and value of teaching and learning on campus
2. Establishing evidence based practice for “Course Evaluations” and “Other evidence of teaching effectiveness”
3. Renaming “Course Evaluations” to reflect what they are (i.e. Student course surveys)

4. Standardizing the “rating scales” (i.e. 5 = highest; 1=lowest- currently 1 is highest in some departments)
5. Creating a set of university-wide questions/statements
6. Adding department/school/individual faculty questions
7. Creating a system for surveys (i.e. online)
8. Creating recommended practices to increase online response rates
9. Creating recommended practices of how surveys can be used for formative and summative purposes
10. Create recommended practice of triangulation of evidence to demonstrate teaching effectiveness
11. Create recommended practice for schools and departments to review their promotion and tenure documents and other decision-making as it relates to teaching

This past year the following tasks were accomplished:

- Review of literature and best research based practices
- Introduction to Dean’s Council, Chairs and Academic Council
- Meetings with Provost and Senior Associate Provost
- Creation of Faculty Focus Group on their perceptions of “course evaluations” (see appendix)
- Plans for 2 task forces of faculty (see Appendix K)
- Survey of Chairs on current course evaluations and other evidence of teaching effectiveness being used currently
- Meeting with e-LIS and Institutional Research and Assessment to discuss online evaluation options

Next steps and tasks for this coming year include:

- Analysis of Chair survey
- Chair interview and focus group
- Creation of Task Force 1 with faculty representation from across the university
- Working group of Task Force 1
- Workshops on “Course Evaluations” and other “Evidence of Teaching Effectiveness”
- To move forward with Task Force 1 on:
 - Part A: Course Evaluation Questions
 - Rename (move away from Course Evaluation)
 - Ratings: 5 highest, 1 lowest
 - Demographic questions
 - 12 questions for all
 - Additional questions per school/department/individual faculty
 - Pilot Test it
 - Part B: Course Evaluation System

- Format: online, Scantron, other
- How results are analyzed and summarized
- If online, how to ensure adequate response rate
- Where it is “housed,” i.e. Institutional Research and Assessment
- Who at school/department level is involved
- How to promote to students and faculty value/importance in system
- How it is promoted, i.e. reminders to student to complete

PART 4 — GOAL #3: PROMOTING UNIVERSITY SUCCESS THROUGH LEADERSHIP DEVELOPMENT

CHAIRS' RETREAT

Oakland's administration has been discussing supports and services for Chairs and Program Directors for a number of years. In the winter 2015, a group of administrators (including the provost, senior associate provost, CETL director, WISE director) went to MSU to learn about their institutional leadership programs including supports for chairs. In early summer 2015, our



Senior Associate Provost contacted CETL to indicate that the Provost would like to move forward with Chairs' Training and indicated that she would like it facilitated through CETL. After meetings with the Provost's Office, WISE, Deans and representative chairs, we developed and implemented the 1st Annual Chairs' Retreat on Tuesday, August 11th, 2015. We were delighted to see more than 37 of the 42 chairs/program directors attend. All deans and associate deans were invited to participate in the morning interactive session.

Our goals for the day were:

1. To set a positive, collegial and supportive tone for ongoing supports/resources for Chairs/Program Directors.
2. To begin to provide important information and resources.
3. To provide an opportunity to engage, interact and reflect on your role as Chair/Program Director.

The day was divided into morning discussion and reflections:

- The role of the chair: facilitated by CAS Dean (Kevin Corcoran) and Associate Dean for SBA (Nivedita Mukherji)
- Leadership skills for chairs: facilitated by WISE P.I. (Kathy Moore)
- Challenges that chairs face: panel of experienced chairs and small group discussion

The afternoon was focused on information sharing including:

- Institutional Policies and Management for Chairs/Program Directors
- Using the OU Strategic Plan as a Framework (T&L, Research, Service)

In addition, we provided a copy of the Faculty Handbook to each chair. We also allowed them to order a copy of a book (9 books on display) that they would find helpful in their role. We created a Chairs' Corner on the CETL website that will house important information and updates for chairs.

Summary of Feedback on Chairs Retreat based on the feedback from the Chairs' Retreat (19 responses):

- Overall the retreat was well received and appreciated (4.11/5)
- Chairs seemed to prefer the more interactive morning sessions, rather than the “afternoon information sessions” (which was expected)
- Feedback did not ask if they were “new” or “seasoned” chairs but based on the comments it seems as though the “new chairs” would like more support and information, where as the “seasoned chairs” appreciated the discussions and offering support to the newer chairs.
- Some felt it was too long (also expected and agree with that)
- Well organized
- Majority would like to continue to have supports/sessions (14 yes, 2 no, 3 no response)
- Most requested additional sessions
 - Dealing with difficult students, faculty, staff (14 yes, 5 no)
 - Helpful hint for new chairs (9 yes, 10 no) keep in mind only about 10 are new/relatively new
 - Support and Mentoring for new/mid-career faculty (yes10, no 9)
 - Supporting and Communicating with part-time faculty (yes 11, no 8)
 - Creating a Collegial department (11 yes, 8 no)
 - Research support (9 yes, 10 no)
- Frequency of meetings: monthly 5, once a semester 8, once a year 6
- Type of support
 - Workshops (yes 10, no 9)
 - Chairs Manual (yes 13, no 6)
 - Guest Speaker (yes 9, no 10)

Recommendations for Future- Based on feedback survey and experience of day and comments, I would suggest the following:

1. Annual Chairs Retreat: whole group together for interactive morning discussions and then break into workshops that chairs can select if interested in the afternoon (i.e. new chairs, how to support faculty, management etc.) based on interest
2. Definitely develop chairs Manual
3. Have place for chairs information, i.e. Chairs' Corner
4. Offer 1-2 workshops/forums a semester

CHAIRS' ADVISORY TEAM

When CETL was asked to take on the role of organizing the Chairs' Retreat and other chair resources, the director indicated to Academic Affairs that it would be beneficial to hear directly from chairs as to what they feel is important and should be included in the retreat. The Director contacted some chairs and asked if they would be willing to meet to provide some insights and ideas. The initial intention was to only plan the retreat, however, when it became apparent that ongoing resources and services were going to be developed, the director felt that it would be important to have a team of chairs to provide their feedback and perspective in the planning stages. The initial team agreed to serve in this capacity and have continued to meet throughout the academic year. In addition to recommending ideas and resources, they have carefully edited the Resource Manual and supported the notion of created a Chair Fellow role. CETL and Academic Affairs are grateful to the following chairs for their time and commitment:

- David Dulio, Political Science, CAS
- Mark Rigstad, Philosophy, CAS
- Kristine Thompson, Physical Therapy, SHS
- Brian Sangeorzan, Mechanical Engineering, SECS
- Lisa Halley, Counseling, SEHS

CHAIRS' CORNER

CETL has created a site on the CETL website to house important information and updates relevant to chairs/program directors. It can be accessed at:
<http://wwwp.oakland.edu/cetl/chairs-corner/>

Center for Excellence in Teaching and Learning

Chairs' CORNER

REGISTER FOR THE CHAIRS RETREAT
The 2nd Annual Chairs' Retreat is on Monday, August 15 1:30-7:30 p.m. at OU's national historic monument Meadow Brook Hall. The retreat will end with a relaxing dinner at the mansion. [Register here.](#)

CHAIR FELLOW APPOINTED CETL is pleased to welcome Jay Meehan as our first Chair Fellow. The Chair Fellow provides mentorship, and organizes events and resources for chairs and program directors. This fellowship is a one-year, part-time (averaging 8 hours a week) appointment. Learn more about Dr. Meehan.

CHAIRS' RESOURCE GUIDE UPDATE The **Chairs' and Program Directors' Resource Guide** now available. Download [here](#).

INTERNAL RESOURCES
CETL Library for Chairs - Nine books on chair topics free to check out. [View the book list.](#)
Manager's Toolkit - University Human Resources developed this resource for anyone at the university who manages staff. [Visit their page.](#)

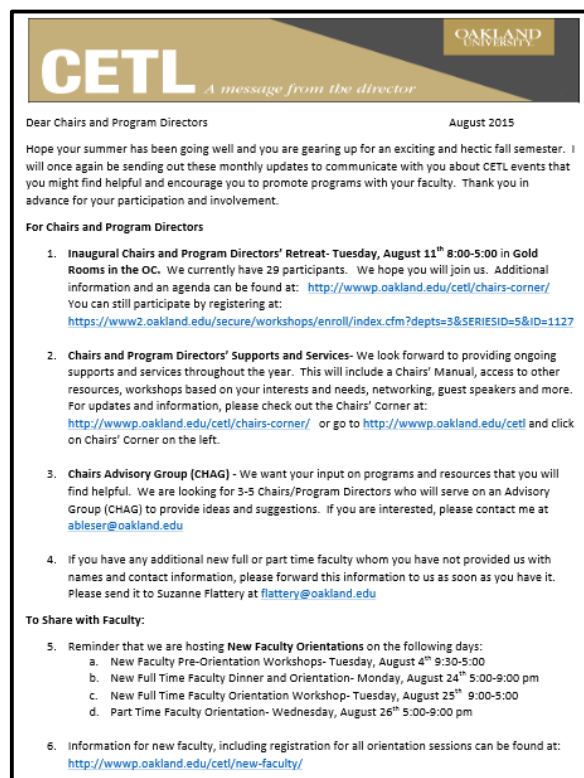
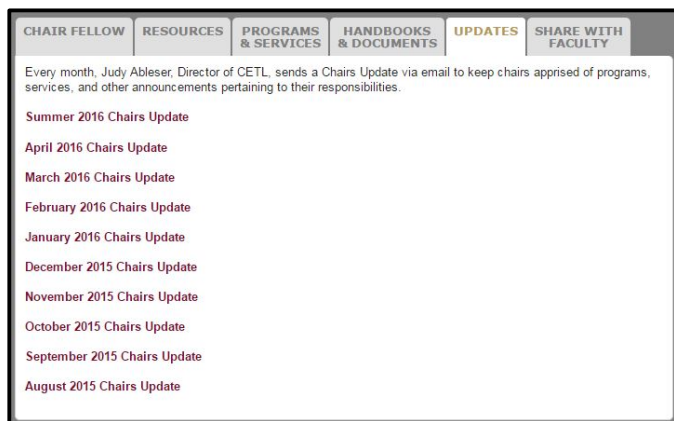
EXTERNAL RESOURCES
The Department Chair Journal - Each issue includes:

- Original articles by experienced academic leaders on a wide range of subjects: evaluation and assessment, fundraising, legal issues, collegiality, work-life balance, reappointment policies, time management, and more
- Useful strategies, practical ideas, and questions for reflection
- Essential data on such topics as salaries, college costs, and technology
- Book reviews of the latest academic leadership titles
- Recent court decisions relevant to the chair role.

[Access the journal directly through Kresge Library.](#)

CHAIRS' UPDATES

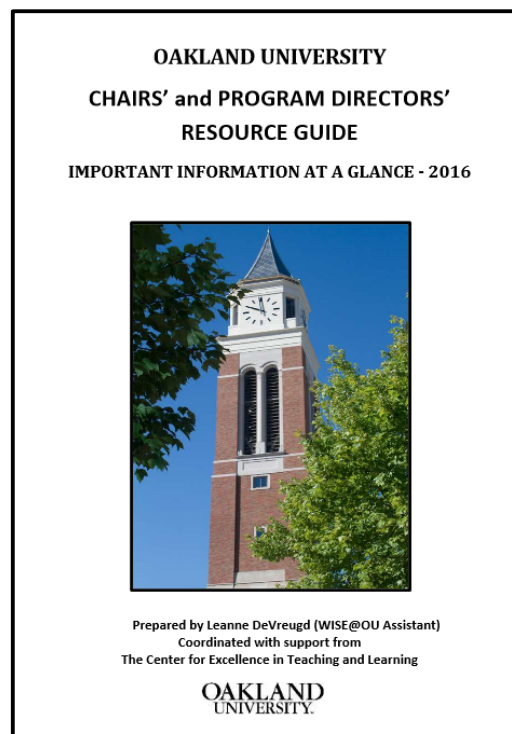
The CETL Director is actively sending a monthly update to all chairs and program directors regarding information about programs and services that would be useful for them and their faculty (right). These updates are also housed on our website for ease of access, as seen below.



CHAIRS' RESOURCE GUIDE

During the academic year, CETL and the Provost's Office worked with the WISE Assistant to create a Resource Guide. This can be accessed on line the Chairs' Corner. This guide is meant to be a "living document" that will evolve over time. It includes a comprehensive list of policies, contacts, resources and other information that chairs and program directors feel are most helpful. It is not meant to be read from cover to cover; rather refer to it when you need direction, clarification or information. It is as interactive as possible so that it can be searched for information using the search tab or hovering over the live links with a cursor.

Leanne DeVreugd, WISE Assistant, worked extensively throughout the year to create the Resource Manual. In addition to the Chairs' Advisory Team, Kathy Moore, Laila Guessous and Andrea Eis assisted in the revisions and editing of the manual.



CHAIRS' FOURMS

The Chairs' Forums were expanded in the winter from 1 hour to 1 ½ hours and included lunch based on interest. The attendance increased significantly this year with an average of 10 chairs/program directors attending. Last year the sessions averaged only 4 chairs. The selection of topics was based on the feedback from the chairs and the Chair Advisory Team's recommendations.

The Center for Excellence in Teaching and Learning

Coffee and Conversation


Chairs Forum

Tips and Insights for New Chairs and Program Directors

Monday, October 26 12:00-1:00 p.m. 200A Elliott Hall

Coffee and treats provided. Bring your lunch.

We encourage new chairs and program directors (up to three years) to come and meet with "seasoned" chairs who will answer questions and share insights.



Register at oakland.edu/cetl by clicking on the **Coffee and Conversation** button.

Chairs' Forum – Winter 2016 Schedule

Theme/Topic	Date	Time
Managing the Role of Chair: Learning from our Peers	Mon. Feb. 8	12:00 pm – 1:30 pm
Dealing with Difficult People and Situations	Tues. March 22	12:00 pm – 1:30 pm

CHAIR FELLOW

As the year progressed and more and more resources and services were being developed for Chairs and Program Directors it became apparent that having additional support would aid in the quality and breadth of resources being offered. The CETL director proposed the creation of a Chair Fellow to Academic Affairs. The model would be similar to that of the Faculty Fellows that CETL has each year. The following Proposal was submitted to Academic Affairs and approved:

Proposal for Chair Fellow

Purpose: The “Chair Fellow” position will support the coordination of services and resources for chairs/program directors and other leadership training opportunities through the CETL office.

Funding of Chair Fellow position: The model for this position would be similar to that of the Faculty Fellow positions that CETL currently uses. The Chair Fellow would provide approximately one day of service to CETL per week in exchange for one course release in the fall and winter (or equivalent). The department would receive funding for the course release.

Rationale and Need: CETL is committed to providing support and resources for chairs/program directors and would like to offer future leadership training opportunities. We currently do not have the available staff resources to meet these needs. We feel it is important to have someone who is experienced and knowledgeable in the role of a chair/program director to offer mentoring and expertise to others.

Job Description: The Chair Fellow would work with the CETL Director and CETL office to:

- Organize and implement Annual Chairs Retreat (in August)
- Organize and implement 1-2 workshops/forums for chairs/program directors each academic semester
- Develop additional resources for chairs/program directors (chair’s manual, recommended guidelines)
- Oversee the Chairs’ Corner Website
- Provide mentoring support to new chairs/program directors
- Support other initiatives as needed

CETL announced the creation of the Chair Fellow role in the winter Chairs’ Monthly Updates and asked for nominations (See Appendix H for Call and Application). CETL is pleased to announce that for the 2016-2017 academic year, Albert (Jay) Meehan from Sociology, Anthropology will serve as the inaugural Chair Fellow. Jay served as chair of his department from 2006-2015.

PART 5 — GOAL #4: CULTIVATING CETL SUCCESS

STRATEGIC PLAN: CETL 2016-2021

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

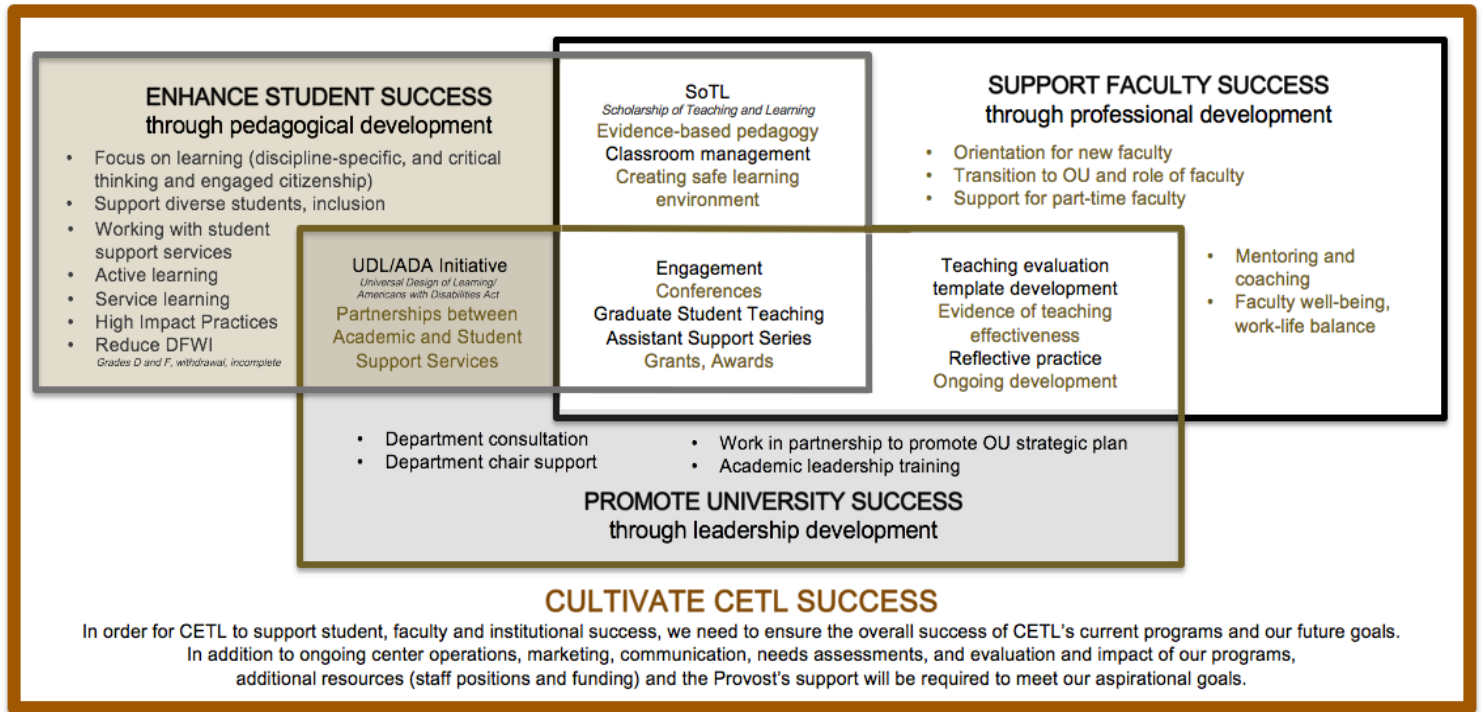
The **MISSION** of CETL is to support, promote and enhance student, faculty and university success in our diverse academic community. CETL enhances student success and learning by supporting the overall success of the faculty and the university community through pedagogical, professional and leadership 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.

CETL: Cultivating Success for All

through pedagogical, professional and leadership development



The complete CETL Strategic Plan can be found in the Appendix A which includes the charts with action plans and the assessment plan.

ADVISORY BOARD

This year's Advisory Board was instrumental in guiding and supporting the development of the Strategic Plan. In addition, they reviewed Teaching Grant Proposals and Conference Proposals. The members of the 2015-2016 CETL Advisory Board included:

Judith Ableser, CETL Director
Christina Moore, CETL Media Manager
Suzanne Flattery, CETL Assistant
John Corso, Art and Art History/CETL
Kathleen Spencer, SON/CETL
Dan Arnold, eLIS
Susan Awbrey, Senior Associate Provost
David Hammontree, CAS, Writing/Rhetoric
Kim Holka, SON

Chris Kobus, SECS
Tom Raffel, CAS, Biology
Rodney Nyland, SOM
Julia Rodriguez, Library
Mark Simon, SBA
William Solomonson, SEHS
Sara Webb, Advising
Krista Malley, Student Success

FACULTY FELLOWS

As listed previously, this year's Faculty Fellows were John Corso, Associate Professor from Art and Art History and Kathleen Spencer, Visiting Assistant Professor from Nursing. John ran a successful Teaching Assistant Series, was instrumental in the development of the Strategic Plan and was responsible for all the Proposal submission, reviews and selection for the 10th Annual Teaching and Learning Conference. Kathleen facilitated the Technology for Technophobes Faculty Development Institute and assisted in the volunteer selection and poster sessions at the conference. CETL could not have been as successful this year without their support, commitment and assistance.

STUDENTS FOR EXEMPLARY TEACHING

This year we held two sessions in the fall of the SET Forum; Students for Exemplary Teaching. Each session had between 4-8 student participants. The first session focused on what they felt was effective teaching strategies in the classroom and in the online environment. The theme that continued to emerge was the "relationship" building that exemplary faculty create with students. They feel that when "professors go the extra mile" by connecting to students in some personal way it strengthens students' commitment to want to learn and be engaged. The second session focused on their views of the course evaluations. Students commented that they have concerns with the range of evaluations and feel that they are not read or taken seriously.




COLLABORATIONS

CETL strives to collaborate with different programs and services across the university. This year collaborative workshops included working with Senate Committee on Teaching and Learning, WISE/STEM program, CAS Literacy Theme, Registrar on Grading Submission, New Faculty Feedback, Team Based Learning Faculty Development Institute with SOM faculty, Technology sessions with e-LIS and Classroom Technology and Support. In addition, CETL and e-LIS continue to meet on a regular basis to ensure coordination of services and consistent pedagogy for teaching.

MARKETING

CETL continues to promote its programs, services and resources through their website and weekly schedulers (as shown to the right). The schedulers provide a registration link to make participation seamless and easy. The weekly scheduler is sent out to about 1,320 faculty and staff. In addition, CETL's services are all listed in the Friday Announcements.

Next Week at CETL

MON JAN. 13	CLICK TO REGISTER FOR THE WORKSHOP  Empowering Students to Learn <small>Judy Ableser, Director of CETL</small> How can we shift from teacher-centered instruction to student-centered learning? Join this discussion and learn about the conference on this theme. 12:00-1:30 p.m.
TUES JAN. 14	
WED JAN. 15	CLICK TO REGISTER FOR THE WORKSHOP  The New York Times in the Classroom <small>Mike Mooney, New York Times Representative</small> New York Times representative Mike Mooney shows how the newspaper can partner with faculty to open the news world to students. Lunch provided. 12:00-1:30 p.m.
	High Impact Practice Grant Proposals Due January 15
THURS JAN. 16	CLICK TO JOIN THE COFFEE AND CONVERSATION  Power and Gender How does gender affect the "power play" in the classroom and among colleagues at the university? Coffee provided. 12:00-1:30 p.m.
FRI JAN. 17	
SEE ALL WORKSHOP FLYERS	
SEE UPCOMING COFFEE AND CONVERSATIONS	
<h2>ANNOUNCEMENTS</h2> <ul style="list-style-type: none">❑ CETL's Winter 2014 Newsletter, sent January 2, reviews initiatives that closed out the year and outlines all that is to come in 2014. Click here to see the newsletter.❑ Ready to join a Learning Community? Learning Community applications are due January 15. Click here to fill out the application.	
UPCOMING EVENTS	Mini-Lilly Conferences: Take 2 Faculty Presentations on January 30
	Eighth Annual Teaching and Learning Conference Proposals Due February 7

BROCHURE

The CETL brochure was redesigned this year to reflect and incorporate the new Strategic Plan.

CETL

The Center for Excellence in Teaching and Learning (CETL) provides a wide range of faculty development for all full- and part-time faculty and instructors/lecturers and doctoral-level students in a supportive, relaxed environment. Our goal is to mentor junior faculty, coach advancing faculty, address issues and concerns, and celebrate excellence in teaching and learning.

Nothing is more basic to the mission of the university than student learning. It is only as students learn that teachers can be said to teach.



CETL's mission

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.



*By learning you will teach;
by teaching you will understand.*

Latin proverb

WE ENCOURAGE YOU TO VISIT US OFTEN
ONLINE AND IN PERSON.
PLEASE REGISTER FOR ALL EVENTS ONLINE.

oakland.edu/cetl

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CETL

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

*Promoting Student Success
by Supporting Faculty*

oakland.edu/cetl

CETL

PROMOTING STUDENT SUCCESS through Pedagogical Development

- Workshops
- Coffee and Conversations
- Faculty Development Institutes
- Learning Communities
- Graduate Teaching Assistant Series
- Conferences
- Teaching Tips
- Instructional Fairs
- Resource Library
- Teaching 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 – visual guides to university processes
- Instructional Fair – university-wide exhibition of teaching
- Virtual Training, recordings and modules
- Faculty Fellows
- Library/resources – a lending library of books and resources plus online articles and videos



PROMOTING UNIVERSITY SUCCESS through Leadership Development

- Campus-wide initiatives to enhance teaching and learning, such as universal design of learning (UDL) and evidence of teaching effectiveness
- Department Chair Leadership Development: retreat, forum, resource guide, part-time CETL fellow, and other resources offered in the Chairs' Corner webpage.
- Departmental Consultations
- Students for Exemplary Teaching (SET) Forum
- Collaborations with Senate Committee on Teaching and Learning, e-Learning and Instructional Support and student support services

CULTIVATING A CULTURE OF SUCCESS FOR ALL

Students, Faculty, University Community through Pedagogical, Professional and Leadership Development Opportunities

CETL supports Oakland University's Strategic Goal 1: "to foster student success through a robust teaching and learning environment with comprehensive student support services." By developing faculty success directly, we also bolster our student and university community. Visit our website to see our strategic plan's outcomes, timeline and measures.

- CETL enhances student success by providing pedagogical development on exemplary learning and teaching grounded in evidence-based practices.
- CETL provides support for faculty success through professional development.
- CETL provides support to enrich the success of the University as an institution through leadership development.





Visit oakland.edu/cetl to register for events, learn about grants, and access teaching and learning resources.

QUESTIONS?
Contact the director, Judy Ableser
ableser@oakland.edu

PART 6 - CONCLUSIONS

NEXT YEAR'S GOALS

The new CETL Strategic Plan lays out a path for CETL to move forward in supporting and enhancing student success and teaching and learning across the campus. Next year's goals include:

1. To further develop and implement the Provost's Initiative on Evidence of Teaching and Learning
2. To develop and implement Universal Design of Learning as an institutional practice
3. To develop resources and services that align with student success pedagogy.
4. To develop resources and services that promote faculty success.
5. To develop resources and services that enhance university leadership.
6. To develop detailed proposals for CETL's growth and to begin to implement the plan.

CONCLUSIONS

2015-2016 proved to be a "transformative" year for CETL. We transformed the goals and aspirations of the center from its original mandate to reflect the new University's strategic plan with a focus on student success. We worked diligently to create a strategic plan for CETL and are well on our way in implementing many of the goals. The other major transformation is that CETL is now moving initiating and engaging in more university- wide initiatives that we trust will have a significant impact on enhancing the culture and value of teaching and learning across the institution.

ACKNOWLEDGEMENTS

I am continually in awe of the work that the CETL team produces. We truly are a "lean yet efficient group" who go that extra mile. I am forever grateful for the insights, actions and commitment of the entire team and how well we all work together. Suzanne Flattery truly an amazing CETL assistant and serves in a much stronger capacity than a clerical staff member. Marian McClellan manages to keep our finances straight and balanced. Christina Moore manages to do full time work in a 19-hour position. Based on the quality of work and the maturity of our student employee Victoria Kendziora, we sometimes forget that she is a student assistant and not a fulltime staff employee. This year we are particularly thankful to the Advisory Board for all their insights and expertise as we developed our Strategic Plan. The conference and events this year could not have been as successful without the exemplary work of our faculty fellows, John Corso and Kathleen Spencer.

My appreciation is extended to the Provost's Office and Academic Affairs, and most significantly to Susan Awbrey, Senior Associate Provost for your guidance and support. She is the true champion of student success and excellence in teaching and learning.

APPENDIX A: Strategic Plan 2016-2021

Center for Excellence in Teaching and Learning (CETL) at OU

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

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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.

CETL: Cultivating Success for All

through pedagogical, professional and leadership development

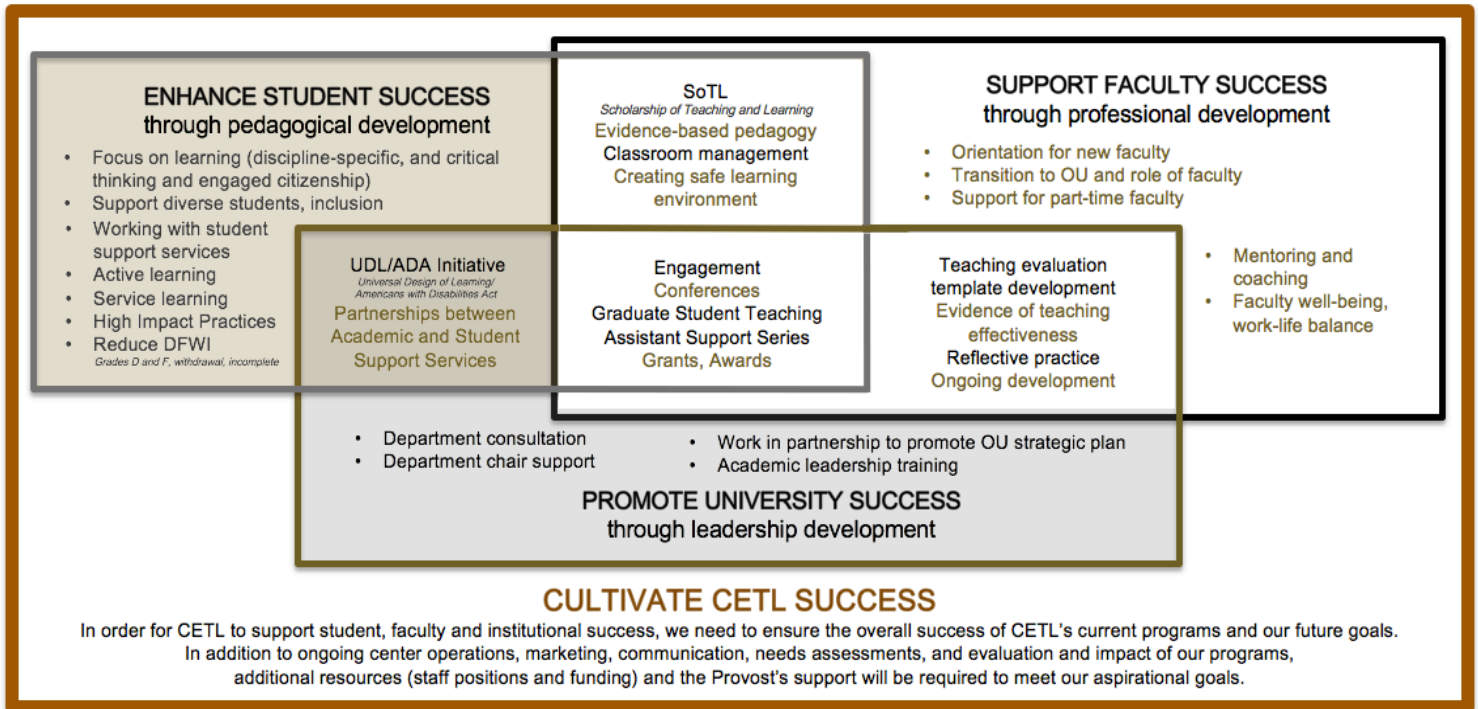


Figure 1 - Examples of relationships among CETL responsibilities and initiatives related to CETL's strategic plan.

CETL Strategic Plan Table 1 – Overview

Mission Statement Goal	Outcomes
<p>1. ENHANCE STUDENT SUCCESS CETL enhances student success by providing pedagogical development on exemplary learning and teaching grounded in evidence-based practices.</p> <p>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.”</p> <p>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.</p>	<ol style="list-style-type: none"> 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.

<p>3. PROMOTE UNIVERSITY SUCCESS</p> <p>CETL provides support to enrich the success of the University as an institution through leadership development.</p> <p>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.</p>	<ol style="list-style-type: none"> 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.
<p>CULTIVATE CETL SUCCESS</p> <p>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.</p>	<ol style="list-style-type: none"> 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 <small>*additional funding required</small>	Outcome Measures
1. To provide support in evidence-based practice to enhance learning and teaching pedagogy (<i>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</i>).	a. Workshops	Ongoing	<ul style="list-style-type: none"> - 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 status], incomplete [grade]),	Ongoing	<ul style="list-style-type: none"> - 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) - OU-wide surveys to include perceived impact of CETL (to be developed at

	improving success in gateway courses.		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*	<ul style="list-style-type: none"> - 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 (<i>e.g. critical thinking, problem-solving, effective communication, conflict resolution, resiliency</i>).	a. Learning to Learn workshops	Ongoing	<ul style="list-style-type: none"> - 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 (<i>e.g. advising, DSS, student support initiatives, Writing Center, Tutoring Center, Dean of Students</i>) to provide training for faculty on ways to enhance student success in classes and at OU.	a. Student Success Workshop Series (<i>e.g. Learning to Learn</i>)	Ongoing	<ul style="list-style-type: none"> - 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	a. Invite and include professional staff (<i>e.g. student support</i>	Ongoing	<ul style="list-style-type: none"> - Annual list of partnerships and collaborations between

support services, student success programs and Dean of Students to create initiatives that will foster student success.	staff) in all CETL programs and services		CETL and other student support services
	b. Be an active committee member of student success initiatives	Ongoing	- OU-wide surveys to include perceived impact of CETL (to be developed at institutional level) - (mean value 4/5)
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 <small>*additional funding required</small>	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 - Triangulation of evidence of teaching effectiveness
	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	
	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	adopted and reflected in tenure document within 3-5 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Evidence of SoTL reflected in teaching grants, conference presentations, publications - List of faculty publications on SoTL - Highlights listed in CETL Annual Report - Establishment of CETL publication (i.e. book, journal)
	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	
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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 - Participation in resources on campus and online, measured by web traffic, views, applications, attendance and active participation.
	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*	
	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*	<ul style="list-style-type: none"> - 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 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.

Outcomes	Deliverables	Timeline <small>*additional funding required</small>	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 staff from underrepresented and marginalized groups.	a. Within CETL programs integrate inclusive/diverse content, language and services	Ongoing	- Highlight in Annual Reports

5. To promote OU's commitment to student success in the academic and general community.	a. Provide OU-Windsor Teaching and Learning Conference	Ongoing	<ul style="list-style-type: none"> - 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*	<ul style="list-style-type: none"> - 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*	<ul style="list-style-type: none"> - 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 <small>*additional funding required</small>	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	1-3 years *	- Establish and fill positions within 1-3 years

	(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		
	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. She 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,

Judy Ableser, PhD
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APPENDIX B: Workshop Participation

Enrollment

Report for dates : 7/1/2015 - 6/30/2016		
Course Name	Total Scheduled Instances	Total Enrollments
Academic Service Learning(ASL) - Share your Experiences, Ask Questions	1	4
Achieve Your Goals Through Improved Student Reading	1	7
Active Learning Strategies	1	14
Authentic Assessment and Rubrics	1	10
Balancing Teaching & Research in the STEM Fields	1	20
CAS Literacy Theme: Writing on the Wall, book by Tom Standage	1	4
Chair and Program Director Retreat (for Chairs, Program Directors, Deans & Assoc. Deans only)	1	61
Chairs Forum	1	10
Chairs Forum: Dealing with Difficult People and Situations	1	18
Chairs Forum: Managing the Role of Chair - Learning from our Peers	1	13
Classroom Technology - New Faculty	1	23
Coffee & Conversation with the President on Teaching and Learning	1	24
Coffee & Conversation with the Provost on Teaching and Learning	2	36
Creating a New Learning Community	1	5
Dealing With Classroom Behavior Challenges	1	14
Developing Your Syllabus - New Faculty	1	19
Digital Organization	1	2
Digital Organization	1	2
Effective Lesson Planning	1	15
Emergency Preparedness and Report/Support Behavior Concerns	1	16
Enhancing Your Course with ASL - Tips for effectively designing & implementing ASL into your course/program	1	13
Faculty Feedback: Focus Group	1	8
Faculty Feedback: Providing Early Feedback to Students	1	21

Google Forms	1	5
Grade Book	1	2
Graduate Teaching Assistant Series Orientation	1	28
Guns on Campus?	1	11
Helping Students Develop Reading Expertise	1	11
Learning Outcomes and Constructive Alignment	1	11
Learning to Learn	1	11
Managing Email	1	6
Meditation in the Classroom: Helping Your Students Find Peace in an Anxious Time	1	14
Mindfulness in the Classroom: Exercises for Your Students to Focus on Class Content	1	21
Models for Faculty Mentoring	1	26
Moodle: OU's Learning Management System - New Faculty	1	22
New Faculty Breakfast - March 29, 2016	1	31
New Faculty Workshop Lunch	1	23
New Full-time Faculty Orientation (August 25, 2015)	1	54
New Full-time Faculty Welcome Dinner (August 24, 2015)	1	65
New Part-time Faculty Orientation (August 26, 2015)	1	44
Operationalizing Transformative Learning: Installing Tools and Processes to do "TL" on Campus	1	34
Organizing References for Research	1	7
Orientation to Mentoring Support for Emerging Faculty FDI (Faculty Development Institute)	1	18
Orientation to Teaching with Technology for Technophobes FDI (Faculty Development Institutes)	1	7
Orientation to Team-Based Learning (TBL) FDI (Faculty Development Institute)	1	11
Overview of ASL and the OU Initiatives	1	20
Paperless Grading	1	4
Promoting ADA (Americans with Disabilities Act) and UDL (Universal Design of Learning) at OU	1	2
Reading Across the Curriculum	1	13
Social Media Tips for Teaching and Scholarship	1	16

Strategic Plan - Goal #1: Student Success & Teaching and Learning	1	8
Student Forum (SET) - Session I - Fall 2015	1	3
Student Forum (SET) - Session II - Fall 2015	1	0
Student Forum (SET) I - Winter 2016	1	4
Student Success Strategies	1	14
Students with Autism Spectrum Disorder in College	1	16
Supporting Students to Succeed in the STEM Fields	1	22
Supporting Students with Special Needs & Disability Support Services	1	14
Teaching and Learning at OU - New Faculty	1	22
Teaching Award Winners	1	30
Teaching Squares	1	8
Teaching Tips	1	10
Tenure and Teaching Effectiveness -CANCELLED	1	1
The Active Shooter on Campus	1	27
The Un-workshop: Using Teaching and Learning Books and Resources	1	8
TI;dr (Too Long; Didn't Read): Why Reading & Writing Matter	1	12
Transformative Teaching & Learning Conference Theme: Writing a Winning Proposal	1	21
Work-Life Balance: Managing your Service Commitments	1	21
Working in the Cloud	1	9
Writing an Effective Teaching Grant	1	21
Totals:	71	1147

Organization Summary

Organization	Total Enrollment	Total Unique Students
<i>not resolvable</i>	201	186
2154 - Academic Affairs	7	4
0460 - Accounting & Finance	3	3
2609 - Admissions	1	1
3529 - Alumni Engagement	1	1
0138 - Art & Art History	19	10
0020 - Arts & Sciences	20	6
8787 - Arts & Sciences Advising	7	3
0305 - Biological Sciences	26	11
0030 - Business Administration	10	5
0012 - CAS Continuing Education	0	0
5337 - Campus Rec-Member Sales HRS Adm Org	1	1
5330 - Campus Recreation	3	3
3348 - Career Services	4	3
2163 - Center - Excellence in Teach/Learng	26	2
0289 - Center for International Programs	19	4
0107 - Center for Student Activities	4	4
0542 - Chemistry	19	5
2372 - Classroom Support/Tech Services	1	1
1664 - Communication & Journalism	34	6
7159 - Communications & Marketing	2	1
2064 - Computer Science & Engineering	20	5
1770 - Counseling	5	3
0880 - Decision & Information Science	12	5
6227 - Dept of Organizational Leadership	17	8
3210 - Disability Support Services	1	1
0645 - E-Learning & Instructional Support	5	1
0630 - Economics	11	5

0040 - Education & Human Services	8	3
1332 - Educational Resource Laboratory	1	1
2185 - Electrical & Computer Engineering	9	5
0050 - Engineering & Computer Science	15	9
0666 - English	27	8
0683 - Exercise Science	3	1
0060 - Eye Research Institute	3	1
3154 - First Year Advising Center	8	6
2347 - Graduate Study	2	1
0070 - Health Sciences	47	13
0763 - History	11	4
0120 - Honors College	1	1
2055 - Human Development & Child Study	8	5
0414 - Inclusion & Intercultural Initiatives	1	1
2095 - Industrial & Systems Engineering	4	3
2669 - Institutional Research	1	1
0080 - Library	43	11
0957 - Linguistics	10	6
0780 - Management & Marketing	32	6
1038 - Mathematics & Statistics	32	9
2102 - Mechanical Engineering	31	5
1107 - Modern Languages & Literatures	13	7
1203 - Music, Theatre & Dance	6	3
0090 - Nursing	66	12
5379 - Oakland Center	1	1
0109 - Oakland Post HRS Adm Org	1	1
2701 - Office of Research Administration	1	1
2164 - Office of the Senior Assoc Provost	9	4
1233 - Philosophy	12	6
0738 - Physical Therapy	15	4
1283 - Physics	9	4

7439 - Planned Giving	1	1
1346 - Political Science	15	7
4285 - President	2	2
1461 - Psychology	21	8
2800 - Reading & Language Arts	15	8
2621 - Registrar	1	1
1037 - SHS - Health Sciences Program	4	1
0100 - School of Medicine	55	21
1495 - Sociology & Anthropology	18	12
3138 - Student Affairs	2	2
6226 - Teacher Develop & Educ Studies	12	6
3102 - Tutoring Center	3	3
1663 - Writing & Rhetoric	64	15

Participant Type Summary: Workshops

Participant Type	Total Enrollment	Total Unique Students
<u>Faculty - Assistant Professor</u>	300	72
<u>Faculty - Associate Professor</u>	138	59
<u>Faculty - Dean</u>	16	7
<u>Faculty - Full Professor</u>	95	29
<u>Faculty - Part Time Faculty</u>	47	20
<u>Faculty - Special Instructor</u>	47	12
<u>Faculty - Special Lecturer</u>	116	33
<u>Graduate Assistant</u>	27	23
<u>Other</u>	2	2
<u>Staff - Administrative</u>	133	57
<u>Staff - Clerical Technical</u>	12	5
<u>Student Employee</u>	8	6
<u>Unassigned</u>	185	179

Position Summary: Workshops

Position	Total Enrollment	Total Unique Students
<u><i>not resolvable</i></u>	201	186
<u>GA - Graduate Assistant</u>	34	21
<u>ST - Student</u>	9	7
<u>AA - WD-Academic Administrator</u>	48	13
<u>DD - WD-Academic Dean</u>	18	9
<u>PF - WD-Admin Professional FT</u>	80	46
<u>PP - WD-Admin Professional PT</u>	3	1
<u>CA - WD-Casual</u>	6	4
<u>CF - WD-Clerical Tech Full-Time</u>	11	4
<u>CP - WD-Clerical Tech Part-Time</u>	1	1
<u>EE - WD-Executive</u>	4	3
<u>FF - WD-Faculty</u>	470	146
<u>IF - WD-Individual Contract FT</u>	2	2
<u>LL - WD-Part-time Faculty</u>	60	23
<u>FM - WD-School of Medicine Faculty</u>	45	15
<u>LS - WD-Special Lecturers</u>	108	32
<u>TE - WD-Temporary</u>	0	0
<u>VF - WD-Visiting Faculty</u>	26	12

APPENDIX C: Faculty Development Institutes (FDI) Feedback

Mentoring Emerging Faculty: FDI Mid-Year Feedback (3 Responses)

Rate value of series:	Aspects you value:	Any changes:	Specific topics/skills to address:	Additional comments:
4	Discussing experiences with other faculty members and learning how they resolved issues that I have been having.	N/A	Dealing with problem students.	N/A
4	I value being able to make connections with other early career faculty outside of my department here at OU, and having a safe space to discuss concerns or issues I may be having.	I think it would be helpful to settle on a list of topics for the remainder of the series before the second half gets started (which may be able to be accomplished via email or a quick survey). It's helpful to know in advance what will be discussed at each session, so I can plan my own schedule accordingly.	Some potential topics I could see being useful would be: preparing for the first review (for those of us on the tenure-track); discussing strategies for carving out writing time; how one actually goes about finding a positive mentor (how do you actually know who the 'door-opener' vs. the 'door-closers' are?).	N/A
4	Time with other faculty to discuss highs and lows	N/A	N/A	N/A

Mentoring for Emerging Faculty FDI: Year-End Survey (3 Responses)

1. I have/will be able to apply concepts and skills learned through this FDI.
 - 4
 - 5
 - 4
2. How would you rate the FDI generally?
 - 4
 - 5
 - 4
3. I will continue to participate in programs and services offered through CETL.
 - Maybe
 - Yes
 - Yes
4. List and describe some concepts, skills, and strategies that you have been able to use (or will be able to use).
 - N/A
 - Looking for door openers and closers, Work-life balance, Using resources on campus
 - Classroom management skills, time management skills, goal development skills
5. What were the highlights and strengths of this FDI?
 - Getting to know other people new to Oakland was probably the biggest benefit of this FDI.
 - Receiving mentorship from more experienced faculty and sharing perspectives with other new faculty
 - Being able to meet other new faculty across campus; also being able to carve out time for my own personal and professional development
6. What recommendations can you offer for changes to this FDI?
 - N/A
 - I can't think of any right now! It served me well
 - While there was an attempt to provide some structure to the FDI, I often found myself feeling as though I was sitting in on counseling sessions for various other participants. For example, one member might mention a very specific issue that they were dealing with, which would lead to a lengthy back and forth between that one person and the facilitator. It might be helpful to structure some sessions like a book/article club, or take turns have participants lead discussions on various topics throughout the year.
7. What future workshops, programs or services should CETL offer?
 - N/A
 - N/A
 - N/A
8. Other comments
 - N/A
 - N/A

- Thank you! I am glad that I took part in this, and engaging in both this FDI as well as other CETL workshops really helped me to start feeling like part of the OU community. :)

9. This mentoring group supported my transition to Oakland University

- 5
- 5
- 5

Team-Based Learning: FDI Mid-Year Feedback (5 Responses)

Rate value of series:	Aspects you value:	Any changes:	Specific topics/skills to address:	Additional comments:
5	The knowledge of the instructors and the materials provided. Also, making us go through the exercise of creating our own TBL material	N/A	I am looking forward to the facilitation and scholarship sessions. Maybe include how to find currently available TBLs on the TBL-C and MedEd Portal websites in one of the sessions (probably not necessary to make that its own session)	N/A
4	Simulating team based learning in the workshops.	Additional resources although I understand we have now have access to online resources. Additional examples.	Class room management Grading Overall implementation review	
5	The TBL format of learning about TBL	N/A	N/A	
5	All aspects.	N/A	N/A	
5	Learning the mechanics of TBL.	More flexibility in meeting times. I could not make it to the last meeting.	N/A	

Team-Based Learning FDI: Year-End Survey (3 Responses)

1. I have/will be able to apply concepts and skills learned through this FDI.
 - 5
 - 5
 - 5
2. How would you rate the FDI generally?
 - 5
 - 4
 - 5
3. I will continue to participate in programs and services offered through CETL.
 - Yes
 - Yes
 - Yes
4. List and describe some concepts, skills, and strategies that you have been able to use (or will be able to use).
 - Create a TBL module, Submit TBL module for publication
 - Writing iRATS and tRATS and implementing team-based strategies
 - All.
5. What were the highlights and strengths of this FDI?
 - Seeing example of TBL by learning about TBL in a TBL format most of the time
 - Simulating team-based learning in workshops. Good overview of each step.
 - 1) Experienced trainers
 - 2) Convenience to trainees
 - 3) Effectiveness
 - 4) Immediate Usefulness
6. What recommendations can you offer for changes to this FDI?
 - N/A
 - Most of the info was directed towards medical school faculty, so it would have been helpful to see materials and examples outside of this concentration.
 - N/A
7. What future workshops, programs or services should CETL offer?
 - N/A
 - N/A
 - N/A
8. Other comments
 - N/A
 - N/A
 - This TBL training workshop is exactly what I need. I appreciate your offering this convenient opportunity.

Teaching for Technophobes: FDI Mid-Semester Feedback (0 Responses)

Rate value of series:	Aspects you value:	Any changes:	Specific topics/skills to address:	Additional comments:

Tech Tips for Faculty FDI: Year-End Survey (1 Response)

1. I have/will be able to apply concepts and skills learned through this FDI.
 - 5
2. How would you rate the FDI generally?
 - 5
3. I will continue to participate in programs and services offered through CETL.
 - Yes
4. List and describe some concepts, skills, and strategies that you have been able to use (or will be able to use).
 - labels for e-mails, Google docs
5. What were the highlights and strengths of this FDI?
 - Technical options which are considered general knowledge were discussed.
6. What recommendations can you offer for changes to this FDI?
 - Consistent reminders of upcoming offerings would help.
There were some location changes which caused confusion and delays in attendance.
7. What future workshops, programs or services should CETL offer?
 - Excel uses
SPSS
Qualtrics
8. Other comments
 - N/A

APPENDIX D: Graduate Student Teaching Assistant Series Feedback

Grad Teaching Assistant Series: Mid-Year Feedback (2 Responses)

Rate value of series:	Aspects you value:	Any changes:	Specific topics/skills to address:	Additional comments:
5	I value the interactive discussions which provide opportunities to encourage active learning. The more information that you gather about teaching the more you can make informed changes that will be beneficial to you as you develop as a teacher. I also value the person who is leading discussions and who creates a comfortable classroom environment.	No changes. Everything looks great.	Job interview tips. Resume tips.	No additional comments.
4	I value the practical aspects of the series. My long-term career plans include teaching, so training in the areas of lesson plans, syllabus preparation, teaching philosophy, and interview prep are all very important to me.	I would make the series even more "technical". While the philosophical aspects of teaching and learning are certainly important, the practical lessons are much more immediately applicable.	I would like the mechanics of actual in-class teaching to be examined.	So far, this series has proved enlightening and useful. I'm glad I signed up and stuck with it.

Graduate Teaching Assistant Series: Year-End Survey (1 Response)

1. I have/will be able to apply concepts and skills learned through this series.
 - 5
2. How would you rate the GTA series generally?
 - 5
3. I will continue to participate in programs and services offered through CETL.
 - Yes
4. List and describe some concepts, skills, and strategies that you have been able to use (or will be able to use).
 - The resources provided by the Prof. to use for teaching at higher level.
 - 1) The best concept was to work with students as a team while keeping the status of Instructor.
 - 2) Understand, and value cultural background of students.
 - 3) Communicate with students.
 - 4) Explain and be clear about assignments while making syllabus.
 - 5) Keep a teaching Journal for your own analysis of teaching.
5. What were the highlights and strengths of this series?
 - Group discussions and teaching demonstration.
Support and prof.'s full command on the subject of teaching.
6. What recommendations can you offer for changes to this series?
 - Invite and provide awareness of this program to more students. Students do not understand the value of this class. Its highly valuable class for Graduate assistants and new teachers.
7. What future workshops, programs or services should CETL offer?
 - Provide little more in depth information about how to access job opportunities and apply. In fact, help students find the jobs related with their field of work/study.
8. Other comments
 - It was an amazing and full of information class. Very well planned and taught by the prof. The dinner was a big help as it helped everyone feel at ease and work better on everyone's part.

APPENDIX E: New Faculty Year-End Feedback

New Faculty Reflection Form Responses (5 Responses)

Position/Rank: Assistant Professor

1. **Highlights:** The breadth of support I've received from both my colleagues, as well as various offices across campus, particularly CETL. I've also completed two new preps (across three classes this year), published another article, and obtained grant funding for a summer research project.
2. **Challenges:** Some challenges have included finding balance across my research and teaching responsibilities, navigating departmental politics, and standing my ground in the classroom with students.
3. **Did you receive support? From whom?:** Yes! The new faculty orientation was fantastic, and I have also received strong support with the programs and mentoring FDI at CETL. My department has also been very supportive - in particular, my faculty mentor, Elizabeth Barclay, and department chair, Karen Markel.
4. **Additional support that should be offered:** I think that there is a wealth of support in regards to teaching on campus, but I have not felt that same level of support when it comes to getting my research off the ground and navigating a new IRB process. In general, it seems as though CETL is much more proactive in getting out the word about resources (which is fantastic) and conducting a wide range of workshops, but it's something I don't necessarily see from research-related offices on campus.
5. **New to the area?:** I am returning. I grew up in Michigan and left the area in 2010 for the Pacific Northwest, and have not lived in Michigan full-time since then. It's been wonderful to be near my family and local friends again, and thankfully, the winter was quite mild this year! The things I've struggled with include re-adjusting to a longer commute time in the car, and fewer (and farther) outdoor opportunities than I had access to in Oregon.

Position/Rank: VAP

1. **Highlights:** Working with new colleagues. Getting to know more about OU's unique student population and tailoring my lessons to fit with our student's goals and career objectives.
2. **Challenges:** As one would expect, it can be difficult to enter into a department as a new faculty member, especially if one is not tenure-track. This being said, my colleagues have been generous, and I feel very supported (both within and beyond the classroom). One challenge, however, has been working with students who are used to having only 1-2 professors during their studies here at OU; as a newcomer, it can be difficult to build relationships in a short amount of time.

3. **Did you receive support? From whom?:** Yes. My Department Chair has been very supportive, as have my new colleagues. The orientation sessions at the beginning of the semester were also helpful in my transition.
4. **Additional support that should be offered:** It would be nice (and helpful) if all new faculty members were assigned a mentor. While many of us work closely with our new colleagues, a more formal process in this regard would be appreciated.
5. **New to the area?:** No.
6. **Additional comments:** Thank you for the opportunity to participate in this survey.

Position/Rank: Associate Professor

1. **Highlights:** Worked with fellow faculty on improving teaching, started my own research project in lab in collaboration with other faculty, proposed a new elective course, accepted to the Fellowship in medical education, and joined faculty development sessions.
2. **Challenges:** Nothing serious
3. **Did you receive support? From whom?:** Yes, excellent support from day 1, resources made available.
4. **Additional support that should be offered:** Nothing significant.
5. **New to the area?:** No.
6. **Additional comments:** Excellent work environment, good follow up and support.

Position/Rank: Assistant Professor

1. **Highlights:** Opportunity to conduct scholarly research and submit manuscript for peer review.
2. **Challenges:** Access to information regarding the overall structure of the university and access to particular information that would be valuable to know. For example, access to this site, https://sail.oakland.edu/PROD/bwckgens.p_proc_term_date Did not know about its existence; would be nice to have an introduction to resources like this be part of new faculty orientation.
3. **Did you receive support? From whom?:** Informal information sharing from colleagues.
4. **Additional support that should be offered:** Answer to question 2--"Access to information regarding the overall structure of the university and access to particular information that would be valuable to know. For example, access to this site, https://sail.oakland.edu/PROD/bwckgens.p_proc_term_date Did not know about its existence; would be nice to have an introduction to resources like this be part of new faculty orientation." applies here as well. There could be many similarly basic resources that I don't even know about that would be good to incorporate into a new faculty orientation.
5. **New to the area?:** No.

Position/Rank: Special Lecturer

1. **Highlights:** Definitely all of the wonderful people I've met and workshops I've taken at CETL! What a wonderful resource!
2. **Challenges:** So. Much. Lesson planning. I ended up teaching 4 new courses all within my first year. Exhausting.
3. **Did you receive help? From whom?:** I've had some support from colleagues in my department, but in terms of my professional development, I've received almost all of those opportunities from CETL.
4. **Additional support that should be offered:** I'd like to see more support for diversity and inclusion at OU. I know there are some initiatives but I'd really like to see a SPACE devoted to this purpose, especially.
5. **New to the area?:** I'm not new to the area.
6. **Additional comments:** I remember this as an alumni that OU has some of the most inefficient and confusing bureaucracy I've ever seen in every pocket and corner (and that's even speaking for a university). It can make communication and trying to start new things very daunting.

Position/Rank: Visiting Assistant Professor

1. **Highlights:** Day 1 through today (Apr. 5). My time at Oakland has been personally and professionally gratifying. I've enjoyed being part of a community of scholars, having the opportunity to mentor and encourage students, and challenging myself to think creatively in sharing my knowledge with the students. I've also come to enjoy collaborating with colleagues (something I haven't done for years, what with being self-employed for 15 years). I've learned a lot from the students, too ...
2. **Challenges:** Mostly learning to balance my time ... esp. when it comes to grading papers (I would like to find a quicker way to do this). My syllabus is very assignment heavy ... I do wish there were healthier food options on campus ... or perhaps a juice bar in the Rec Center. I
3. **Did you receive help? From whom?:** I do the staff at ELIS have been extremely helpful and patient, as have the mysail support staff.
4. **Additional support that should be offered:** At this time I can't think of any
5. **New to the area?:** I am not.

Position/Rank: Visiting Assistant Professor

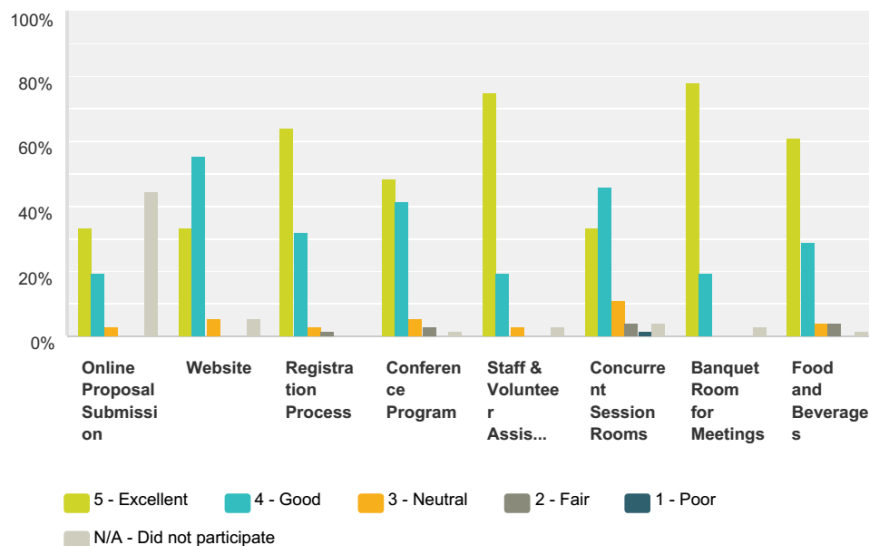
1. **Highlights:** Working with a diverse population of students has been the most rewarding part of my first year at OU. Students with many different backgrounds and experiences have brought a number of interesting new perspectives to my courses.
2. **Challenges:** Many students at Oakland University are ill-prepared for the college-level writing assignments. I often find that I must take time that could be spent on course

material to teach my students basic writing skills that they did not receive in high school or their college writing courses.

3. **Did you receive help? From whom?:** My colleagues and my department chair have been extremely supportive and helpful as I adjust to life at OU. My faculty mentor, Dr. Henri Gooren, has provided excellent insight into the politics of university life. Drs. Graham Cassano and Lori Burrington have also provided excellent tips to help me in the classroom.
4. **Additional support that should be offered:** I think students would benefit from a course on writing and research (i.e. how to find peer-reviewed sources, how to correctly cite academic sources, etc.) before they take upper level classes with a writing component.
5. **New to the area?:** I am new to the area, but I grew up in a similar suburban setting. I've had a pretty easy adjustment.

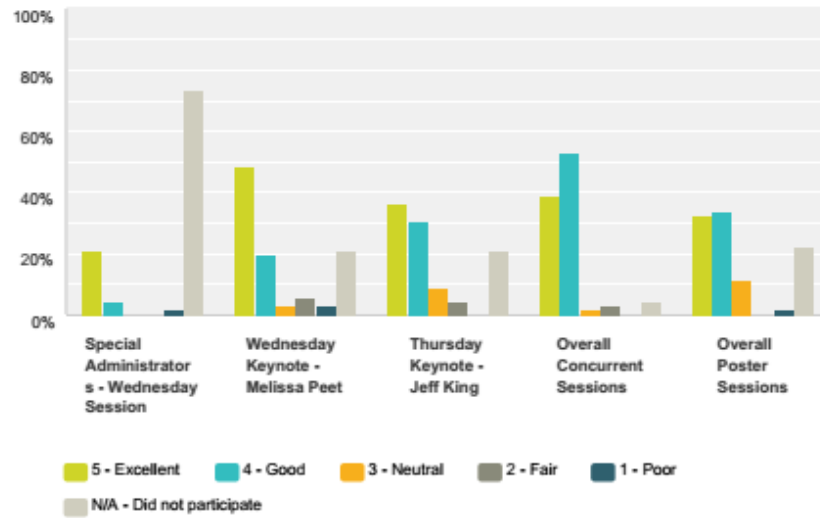
APPENDIX F: OU-Windsor Conference Feedback

Q1: Please rate the Conference Administration



	5 - Excellent	4 - Good	3 - Neutral	2 - Fair	1 - Poor	N/A - Did not participate	Total
Online Proposal Submission	33.33% 24	19.44% 14	2.78% 2	0.00% 0	0.00% 0	44.44% 32	72
Website	33.33% 24	55.56% 40	5.56% 4	0.00% 0	0.00% 0	5.56% 4	72
Registration Process	63.89% 46	31.94% 23	2.78% 2	1.39% 1	0.00% 0	0.00% 0	72
Conference Program	48.61% 35	41.67% 30	5.56% 4	2.78% 2	0.00% 0	1.39% 1	72
Staff & Volunteer Assistance	75.00% 54	19.44% 14	2.78% 2	0.00% 0	0.00% 0	2.78% 2	72
Concurrent Session Rooms	33.33% 24	45.83% 33	11.11% 8	4.17% 3	1.39% 1	4.17% 3	72
Banquet Room for Meetings	77.78% 56	19.44% 14	0.00% 0	0.00% 0	0.00% 0	2.78% 2	72
Food and Beverages	61.11% 44	29.17% 21	4.17% 3	4.17% 3	0.00% 0	1.39% 1	72

Q2: Please rate the Conference Sessions



	5 - Excellent	4 - Good	3 - Neutral	2 - Fair	1 - Poor	N/A - Did not participate	Total
Special Administrators - Wednesday Session	20.83% 15	4.17% 3	0.00% 0	0.00% 0	1.39% 1	73.61% 53	72
Wednesday Keynote - Melissa Peet	48.61% 35	19.44% 14	2.78% 2	5.56% 4	2.78% 2	20.83% 15	72
Thursday Keynote - Jeff King	36.11% 26	30.56% 22	8.33% 6	4.17% 3	0.00% 0	20.83% 15	72
Overall Concurrent Sessions	38.89% 28	52.78% 38	1.39% 1	2.78% 2	0.00% 0	4.17% 3	72
Overall Poster Sessions	31.94% 23	33.33% 24	11.11% 8	0.00% 0	1.39% 1	22.22% 16	72

Q3: Highlights

#	Responses
1	The conference was overall very good. The sessions created ample opportunity for discussions about the issues discussed. The session I enjoyed the most was the one about "Telling a story about teaching experiences (This is an approximate verbiage for the session I am referring to -- it was moderated by 2 faculty from Windsor)
2	Discussing transformational learning. Seeing students present and workshop on teaching dossiers.
3	So many great presenters - plenty of takeaways. Very kind and helpful staff!!
4	Ideas generated in areas of teaching and memory/learning potential.
5	Keynotes
6	I loved the gluten free options for lunch and snacks. I really enjoyed all of my sessions but Filling a Gap: An Essential Step to Transformative Teaching and Learning session really had me on the edge of my seat. It was a great session.
7	Networking with others and seeing the different ways that people use to transfer learning.
8	good keynote speakers
9	Keynotes were excellent.
10	Excellent information that I can use in the future.
11	Loved Melissa Peet's keynote, the success storytelling session for teachers, the Myers-Briggs session, the assessment workshop. Overall an excellent conference. Confirmed that I am actually doing some things right! And that I can continue doing them intentionally. I also enjoyed networking with other instructors. Thank you for all your hard work!
12	The warm greeting from staff.
13	Each of the sessions that I chose to attend were incredibly engaging and informative and provided me with excellent ideas to apply in my own teaching!
14	including participants in the discussions
15	Conversations after the keynotes and sessions. Each presentation I went to had at least one deliverable I could use.
16	The Keynote speeches and the sessions about online means of interacting with students and writing narratives in the classroom were the highlights of this year's conference in my opinion.
17	Overall a very engaging conference and lots of good ideas were shared. Great job!
18	Melissa Peet's Keynote & Follow Up Session AND #505 If You Could Read My Mind
19	Many high quality sessions based on sound findings.
20	The people, the setting, the quality of the presentations were all exceptional.
21	Concurrent sessions appeared to be more informational and better presented on Thursday than Wednesday.
22	Your selection of keynote speakers was absolutely amazing. I learned so very much.
23	Overall disappointed with the sessions. Organization was very good.
24	The keynotes and of course the food!
25	The first keynote was excellent, as were many of the workshop/concurrent sessions
26	Variety of topics. Different disciplines had global issues.

27	My favorite sessions were those that dealt with more than just quantifying teaching and learning. I loved "The Stories We Tell" with Raffoul and Kustra. Both of these women exhibited the true heart of teaching success--that transformative moments are not always about data but about building individual relationships with students and guiding them towards self-discovery--that teaching isn't always about disseminating content but hope. I also loved Jeff King's address. He didn't use fancy teaching terms to try and impress us. He encouraged us to loosen up, put aside our egos, and engage in authentic learning experiences. I'd like to note as a newer faculty member, I was surprised at some of the responses during the concurrent sessions and keynote sessions. I'm sure this is evidence of my naivete, but it was interesting to witness some participants' resistance to innovative teaching and learning ideas. Many wanted numbers--many wanted to see research results that could prove pedagogical approaches yielded quantifiable success--not necessarily qualitative success. I found that to be very interesting, and, perhaps, this is a normal response in academia. But, for me, the reason I got into teaching was not because I was interested in teaching content but touching lives--adapting my content to each individual student to help them see their great ability and worth. Just a thought.
28	The people and venue were wonderful as was the food.
29	I did take a lot away on how to improve my impact on students in the classroom.
30	Was able to take away something to use in my classroom from a majority of the sessions I went to
31	Networking with peers, and gathering a number of new ideas to take back to my classrooms.
32	Mingling with people. Discussion time at Key Note (Dr. Peel's session).
33	Wednesday's key note speaker was great. There was lots of time to move between sessions, and the poster presentations were great.
34	A highlight for me was interacting with like-minded professionals. This was my first higher education conference, and it was very engaging!
35	Melissa Peel's keynote
36	The story about the prof who videotaped himself playing basketball. I might try a variation on that idea.
37	Array of topics
38	Wednesday's keynote Student presentations

Q4: Recommendations for Future Conferences

#	Responses
1	Perhaps, you may want to consider proceedings for the conference. It might motivate more people to send in articles for the conference and also make it more competitive.
2	tea during the afternoon along with the coffee.
3	The only problem to me seemed to be the technology, which the staff did a great job of correcting when they could. It's always inevitable. Maybe a good idea to have a tech specialist on hand at all times to be better prepared next time.
4	Maintain quality product - it is already excellent!
5	Maybe water available for those that may be thirsty outside of banquet rooms.
6	It's an international conference, really. Why aren't we showcasing OU? I understood the proximity of South Foundation, but I was almost embarrassed by those classrooms for this kind of conference. O'Dowd? Engineering building?
7	Bottled water available for participants.
8	Having more representation from other nearby universities.
9	Perhaps change the way the wrap up of the conference works. I know this is difficult because a lot of folks have left . Could we have two days of posters so we can spend more time engaging with the posters? Add a component in advance of the conference, that provides folks research in the same area with the opportunity to be introduced to the work/abstract of folks researching in the same areas with the possibility of collaborating on an abstract together for the paper.
10	1. Someone should be responsible for technological issues, such as correcting the sound system problems in SFH, especially by the second day. 2. Our Poster Session should continue, and I would like have seen even more posters. I guess I feel guilty for not submitting a poster proposal. I ran out of time this year. If the teaching ideas from our 2016 session are not posted online, I think they should be. It was small but valuable session!
11	Food was consistently cold ...put out too soon. Not enough time between the 35 minute sessions for set up of rooms
12	Having so many sessions running at the same time made it hard to try and see all I wanted to see. May help if all sessions are the same length. Perhaps cutting down the length of the keynotes to 1 hour maximum would help.
13	Keep the length of the sessions the same. Both 75 minutes and 35 minutes were very effective time frames. Keep the follow up opportunities to continue the conversation with the Keynote Speakers.
14	Better to finish with a bang than a whimper, so cut the program short to avoid embarrassingly poor turn out for last event. Rethink this last session as is is not structured enough to merit being included.
15	Make sure IT is working or a tech person is on hand. Mr. King seemed to lose his momentum after the delay. Re the food, everything that was there was wonderfully prepared and served. However, I sat next to a presenter who had celiac and found the selection limiting. Since gluten-free is becoming a more prevalent preference, perhaps this option should be included as well.
16	Food spread was much better on Wednesday than Thursday. Please request that presenters have materials to hand out.
17	5:00 is too late to end a conference. Everyone is tired by 3 or 3:30.
18	Develop a conference theme to address the distinctions between research and evaluation in higher education, as it applies to teaching and learning. Faculty/PI's often confuse these paradigms of inquiry, as they share common research tools. They may not be aware of how they overlap. Still, research is guided by a hypothesis, and evaluation is guided by primary evaluation-users' "overarching questions." For example, Does the program work? To what extent has the program been implemented as intended? Did the intervention/innovation produce the desired outcomes? Did the intervention "cause" the desired impact? Separate tracks could address the overlaps that naturally occur with "research" (SoTL), "program evaluation" (i.e., beyond disciplinary end-of-course student surveys), and "assessment" of teaching and learning.

19	Perhaps I'll submit a proposal for this at future teaching and learning conferences. I adamantly believe those in teaching and helping professions cannot adequately help others until they have helped themselves. I think there is a severe disconnect in this idea that, yes, your job as an instructor is student-centered, but if you are running on empty, how can you give nothing to others? I think either a conference or a presentation at a conference regarding helping the helping professions in self-care would be very useful.
20	Maybe the keynote after breakfast would be a good idea. While it did break up the day a bit, it is nice to set the tone of the conference at the start of the day.
21	The number of sessions that are available to attend at each time should increase. Each time I was really interested in a 75 minute session but also interested in one of the 35 minute options. But if I went to the 35 minute option I had nothing I wanted to go to in the second 35 minute option.
22	I think The Day 2 presentations were not well comparing to the Day 1. A sort of disappointed. Some presenters need microphone on the classroom.
23	Perhaps allow for more people to register for the conference to allow for a % of no shows. Overall this was a good conference.
24	Better campus signage and to make sure all classrooms are accessible (seats with attached tables are not accessible)
25	Please have IT staff on duty. Need to have CSITS verify classroom equipment is in working condition ahead of time. Thanks.
26	None at this time- I thought the conference went very well. Thank you!
27	Technology seemed to be an issue more times than not; they didn't have any hot water at the first lunch and ran out of food (which was already minimal selection) at the second lunch. A lot of people left right after the second keynote instead of attending the final session. Maybe re-think the schedule to encourage people to stay through the end. Consider holding off on confirming registration status until we've actually paid to avoid confusion and additional labor.
28	The food was excellent, but beverages for attendees at the concurrent sessions would have been greatly appreciated.
29	To go coffee cups for participants to take to concurrent sessions after meals. The one drawback from the keynote presentations was the technology, an element over which conference organizers had NO control, but did interrupt the flow of the presentation.
30	35 minute sessions were too short. Perhaps rethink how to accommodate more sessions in another way. Perhaps 1-2 devoted sessions for 50 minute sessions?
31	There needs to be more than 5 minutes between 35-minute sessions. There is not enough time to do everything that needs to be done - end the presentation, wrap up conversations, clear the room, and get the other presenter ready to go - in that amount of time.
32	All the 35 minute sessions I went to seemed too short. I didn't go to many 75-minute sessions but others told me they mostly seemed too long. What if we had more of the longer sessions but made them 50 or 60 minutes instead?
33	No recommendations

APPENDIX G: Chairs' Retreat Feedback

Data from Chair Retreat Feedback: 19 responses

1. Overall, I found the Chairs' Retreat to be valuable 5-1 (5 being highest)

1	4.11	4,4,3,5,4,5,3,4,3,3,4,5,5,4,4,5,4,5,4
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Question 2 - Please comment on what you found valuable.

1	blank
2	1. Opportunity to reflect on my work as chair and discover what I could be doing better. 2. Opportunity to (re)connect with fellow chairs. 3. Tips for developing dept. vision.
3	The morning sessions were useful. The afternoon were not.
4	I thought the morning sessions were the most valuable. It was a great idea to pair established leaders with new leaders. The assigned seating was brilliant. When Dean Mukherji and Corcorran asked us their questions, I received an enormous amount of valuable insight from the answers provided to the questions (every question was good) both at my table and during the broader discussion. I also liked the list of questions that were presented, I think, by Judy Ableser, where we could choose the ones that were most relevant to us. I particularly liked the questions regarding how to talk to faculty about improving their teaching and what to do with faculty who are "checked out." The discussions at my table regarding those questions were great. I also appreciated when we got together as group and each table shared their answers--it was really valuable to hear what the other tables discussed. Excellent discussion. I thought Kathy Moore's information about faculty satisfaction (and how it is linked to leadership) was important. I also enjoyed having the panel of people (which included Mark Rigstad, Lisa Hawley, Dave Dulio, etc.) provide their advice. They did a good job briefly telling their experiences. There was a good variety. I think it is really important, when having a day-long session like this, to have the moderators do SOME talking and then allowing the participants to talk/discuss/process. The most valuable sessions (morning) were a combination of listening and group discussion. The diversity discussion was also important and good. But the afternoon sessions, honestly, were so hard to absorb, because I was sincerely trying to digest everything, and my brain was starting to get saturated. I can't tell if the afternoon sessions weren't as good as the morning sessions, or if that was my perception because my brain was starting to wane.
5	The discussions held during the first half.
6	speakers with great presentations far enough before school starts and things get crazy-busy
7	As a long-standing chair, I enjoyed the opportunity to support newer chairs.
8	Interactive discussions. Handouts. Thanks for the book! Tips from various speakers.
9	The handouts that contained specifics about policies, procedures, contact individuals for problem solving. It was also nice to hear that my perceptions of the Chair/Program Director responsibilities and challenges were comparable to those of others.
10	The morning problem solving issues
11	All the information was very helpful, but it was case of "information overload". Meeting veteran chairs was great
12	The retreat, as a whole, was a great idea. But, I think the most valuable information came from the other chairs. I'm a new chair, so hearing the other chairs' thoughts was very informative and helpful. The breakout sessions during the first half of the deal were an excellent idea.
13	Learning from colleagues.
14	blank
15	blank
16	Practically everything.
17	blank
18	Discussions of the roles and responsibilities of a chair.
19	Diversity, Resources provided

Question 3 - What changes would you recommend to make this type of session more helpful?	
1	<i>blank</i>
2	More time for workshopping/sharing ideas, tips, etc.
3	Generic presentations on resources and requirements are not helpful. Focus more on engagement among small groups guided by and responding to talks by current and past chairs on their experiences.
4	Honestly, there was just too much valuable information to absorb in one sitting. If you must do this in these big chunks of time (due to faculty attendance issues), I think you should do shorter sessions (8:00-12:00 or 12:00-4:00) with frequent breaks or do two hour chunks of time so that people can actually process everything that is being thrown at them. I literally have forgotten some valuable information because I stayed the whole day and started forgetting what I learned. I almost wished I had left after lunch so that my brain would have absorbed those morning sessions. If you do a long day again, I'm going to leave early so that I can absorb the information better--this is not an act of mutiny but a strategic endeavor to absorb the information. Other than that, I would just avoid having people laundry list information. For example, Susan Awby, who is a great speaker and person, unfortunately tended to laundry list info--I can't keep track of all that. I would prefer for her to just pick a few initiatives she thinks are really important and just dive deep into those elements and tell us why those matter--attach her ideas to stories or concepts we can remember. In fact, what I remember best from her session is the story she gave us at the beginning of her contribution. And keep in mind I am a very eager, conscientious, and interested learner. One thing I do remember is that she told us to encourage "academic progress" (which I'm very happy to do) but how does she or OU define academic progress? Is it full-time enrollment? Is it part-time? Is it passing classes? I wanted to ask her this, but there was no Q&A after her session. Overall, I think all the information was good, and I am so grateful for this event and everything I learned. However (and I know I'm getting redundant, but I'm hoping you're 'picking up what I'm laying down'), in the afternoon, I just could not keep processing. And my brain is still tired today, so I'm having an unproductive day!
5	Eliminate long informational administrative presentations. Shorten event by 90 minutes.
6	specific information for program directors - possible breakouts
7	I would strongly suggest that events of this kind be divided into two different events. New chairs need a meeting to learn about policies and procedures - the basics really. Experienced chairs do not need to sit through that. Really. Experienced chairs are happy to help the next generation, but they do not need to take all day to rehash what they already know. Also - if you want experienced chairs to take leadership roles, it is important for us to know what is to be discussed. I could have been much more useful if I had been able to prepare to give such support - even just time to think about what is important for them to know at what points.
8	Maybe have a morning session for all faculty. The afternoon session should be for new faculty who need to know about the resources.
9	1) Provide a detailed agenda ahead of time. 2) Provide all the handouts in electronic form ahead of time so we can prepare for the meeting adequately. 3) As a long-serving Program Director, I found that I was aware of most of what was covered before the program. Although it was nice to be able to help the new or beginning Chairs/Program Directors with some of my insights, that could have been done using fewer of the established Chairs/PDs in attendance.
10	<i>blank</i>
11	Shorter sessions focusing on one or two areas.
12	This was a long day, so having the second half of the day devoted entirely to guest speaker's was a bit tiring. We needed to have one or two events in the afternoon so "spice it up" a bit.
13	It might be broken up into discrete sections and offered at different times or over a longer period.
14	<i>blank</i>
15	<i>blank</i>
16	For future events - more depth on fewer topics (i.e. OU policies) for a given session. This was a great "overview" but many of the individual topics could support a half day discussion by themselves.
17	<i>blank</i>
18	More time for discussion at our tables, and perhaps changing tables at some point to hear other viewpoints.
19	It was a shame most of the people left after lunch. Maybe mix up best practices with budget, diversity, etc. so content that appeals to all will be presented in both halves

Question 4 - Additional comments about this retreat

1	blank
2	Great work!
3	blank
4	Overall, I thought this was a brilliant retreat. Just please, I beg you, do not make it a whole day (if you want people to remember what they learned).
5	blank
6	blank
7	I applaud this effort and was pleased to see it supported by the deans and provost. That was important. If this had just been a CETL thing, I would not have gone. It does need to be tweaked a bit, but is a good thing. Scheduling it later in August would also have been much better and would likely have attracted more faculty. I also want to say that I would absolutely not support spending the funds it would take to hold this event off campus. If you have an extra \$10,000 to do that, please invest it in things we need.
8	Thanks for arranging for the first retreat! I enjoyed networking with fellow chairs and directors. Thanks for the lunch!
9	Food was great! It was well organized and on time.
10	All this is much needed, good kick off, maybe shorter times. Half a day.
11	blank
12	blank
13	It was very well organized and informative.
14	blank
15	blank
16	blank
17	blank
18	Very helpful!
19	blank

5. Are you interested in participating in additional support for chairs/program directors?

Yes (14)

No (2)

6. What times work best for you for workshops / sessions?

Mon. 12-1:30 (8)

Thurs. 3:30-5 (1)

Friday 12-1:30 (6)

Once a month
(5)

7. How frequently should sessions be offered?

Once a year (6)

Once a semester (8)

8. Please check off which sessions (check all that you are interested in)

Helpful Hints for New Chairs : 9 (yes) / 10 (no)
Dealing with Difficult Faculty, Students and Staff : 14 (yes) / 5 (no)
Financial Management : 5 (yes) / 14 (no)
Best practices on evidence of effective teaching and learning for tenure and ongoing growth : 6 (yes) / 13 (no)
Supporting and mentoring new faculty/mid-career faculty : 10 (yes) / 9 (no)
Improving Faculty Teaching : 5 (yes) / 14 (no)
Supporting Research : 9 (yes) / 10 (no)
Supporting and Communicating with Part-Time Faculty : 11 (yes) / 8 (no)
Curriculum Decisions : 6 (yes) / 13 (no)
Assessment and Accreditation : 4 (yes) / 15 (no)
Diversity- in recruitment, tenure, etc. : 4 (yes) / 15 (no)
Creating a collegial department : 11 (yes) / 8 (no)
Institutional Policies : 8 (yes) / 11 (no)
Scheduling, organizing and day to day management : 7 (yes) / 12 (no)
Stress Management : 2 (yes) / 17 (no)

Please list others...

Response 1 : developing a strategic plan/vision motivating unmotivated faculty (maybe that fits under "dealing with difficult faculty")

9. What types of programs and services would you like to see offered for chairs/programs?

Workshops : 10 (yes) / 9 (no)
Coffee and Conversations : 7 (yes) / 12 (no)
Guest Speakers : 9 (yes) / 10 (no)
Chairs Manual : 13 (yes) / 6 (no)
Consultations : 2 (yes) / 17 (no)
Mentoring with other chair : 6 (yes) / 13 (no)
Social Networking : 1 (yes) / 18 (no)
Social Events : 0 (yes) / 19 (no)
Webinars : 2 (yes) / 17 (no)
Online Resources : 4 (yes) / 15 (no)

Please list others...

Response 1 : I really liked the idea of bringing in an author of one of the books. I don't have time for a book - if I get time, I need to work on my research. This would be great!

Question 10 - Additional Comments and Ideas	
1	<i>blank</i>
2	<i>blank</i>
3	<i>blank</i>
4	Thanks for thinking to do this. I appreciate all your efforts. It was a great success. I learned so much!
5	<i>blank</i>
6	PLEASE keep the event on campus. It is more fiscally responsible and easy for us who need to work before/after. If there is money for an offsite space/meals, please use it for scholarships or something more important or to benefit students. Faculty don't need a fancy offsite location when we have perfectly good facilities at OU. :) thanks.
7	I did not respond to any of the kinds of offerings because I, personally, would not need them. But I am happy to mentor others. I already do that within the college, quite regularly. Dean Corcoran does support his chairs in these ways, and we appreciate that. At our own retreats, we work with many of these same kinds of issues. And he does suggest to new chairs that they seek support from experienced chairs. Associate Dean Hitt has also provided this kind of support.
8	Thank you!
9	Great idea, long overdue. Just make it relevant for both beginning chairs and established ones, otherwise it just frustrates the established chairs.
10	<i>blank</i>
11	I am very glad that that you have initiated this process. A "mentorship period" for new chairs might be helpful.
12	<i>blank</i>
13	Thank you for initiating this!
14	<i>blank</i>
15	<i>blank</i>
16	<i>blank</i>
17	<i>blank</i>
18	<i>blank</i>
19	<i>blank</i>

APPENDIX H: Call for Chair Fellow — Job Description and Application

Purpose: The “Chair Fellow” position will support the coordination of services and resources for chairs/program directors and other leadership training opportunities through the CETL office.

Funding of Chair Fellow position: The model for this position would be similar to that of the Faculty Fellow positions that CETL currently uses. The Chair Fellow would provide approximately one day of service to CETL per week in exchange for one course release in the fall and winter (or equivalent). The department would receive funding for the course release.

Rationale and Need: CETL is committed to providing support and resources for chairs/program directors and would like to offer future leadership training opportunities. We currently do not have the available staff resources to meet these needs. We feel it is important to have someone who is experienced and knowledgeable in the role of a chair/program director to offer mentoring and expertise to others.

Job Description: The Chair Fellow would work with the CETL Director and CETL office to:

- Organize and implement Annual Chairs Retreat (in August)
- Organize and implement 1-2 workshops/forums for chairs/program directors each academic semester
- Develop additional resources for chairs/program directors (chair’s manual, recommended guidelines)
- Oversee the Chairs’ Corner Website
- Provide mentoring support to new chairs/program directors
- Support other initiatives as needed

Qualifications:

- Recent (within the past 5 years) chair/program director/administrator- who will not be serving as chair in the coming academic year
- Knowledge and skills in role and responsibilities of chair/program director
- Excellent communication and leadership skills

Application: Due by June 1st, 2016 submit to Judy Ableser ableser@oakland.edu

- 1-2-page cover letter highlighting what you can bring to the position and your experience
- C.V.
- Letter of support from the 2016-2017 chair indicating that a “course release can be granted”

For further information- Please contact Judy Ableser –CETL Director ableser@oakland.edu

APPENDIX I: Provost's Evidence of Teaching Effectiveness Initiative (Draft)

Process

1. Develop rationale for change
2. Review existing policy and practice
3. Address issues and concerns
4. Review best practice research
5. Create a team to address Faculty Evaluation of Teaching
6. Conversations with faculty, administrators and union need to occur to gather input and to develop an understanding and consensus on the process.
7. CETL can provide guidance and research but the implementation, administration and oversight should come from another source.
8. Administration of course evaluations need to be hosted through an appropriate site (i.e. Institutional Assessment)
9. There will be costs involved to develop, implement and sustaining program (i.e. summarizing, analyzing, typing up comments)
10. Transformation will take time

Initial Issues Presented at this Time

1. Concerns regarding Tenure decisions
2. Issues with only using course evaluations- do not truly evaluate "teaching effectiveness" but more focus on "student satisfaction"
3. Extreme variation in course evaluations across campus
 - a. Different forms (different questions, some strong questions, others)
 - b. Different formats (multiple choice, to essay format)
 - c. Different submission (online, in-class)
 - d. Some faculty give "extra credit" for completion – (bribe? unethical)
 - e. Some faculty are given actual forms back, no summaries, no analysis
 - f. Some are given hand-written comments (issues of anonymity)
 - g. Some faculty do not know that they are to see their
 - h. Online courses, mixed-hybrid courses, face-to-face, lab, clinical
4. Variation in how course evaluations are used
 - a. Some faculty never see evaluations
 - b. Used for Tenure and/or Growth and Development?
 - c. Part Time Faculty?

Initial Suggestions for future Recommendations

1. Evaluation of teaching for Tenure purposes should involve multiple dimensions/evidence that could include:
 - a. Self- Reflection Teaching Dossier and Narratives
 - b. Course Evaluations (standard form with additional responses)
 - c. Peer Review of Teaching, using an established "protocol" form
 - d. Review of Syllabi, learning outcomes, assignments
 - e. Degree to which learning outcomes have been met

- f. Grade distribution
 - g. Course development
 - h. Supervision of undergraduate and/or graduate research
 - i. Supervision and/or advising
 - j. Number of courses taught, number of students, number of new courses,
 - k. Ongoing growth and development through evidence of Annual Reviews and results of action plans to address issues and concerns
 - l. Evidence of commitment to teaching and learning- involvement in T+L committees, CETL participation, attendance and participation at T+L conferences, curriculum committees
 - m. Teaching awards, grants, recommendations and comments from students and colleagues
 - n. Scholarship of Teaching and Learning- SoTL (may also be used in scholarship/research)
 - o. Other
2. Tenure and Promotion involves Scholarship/Research + Teaching + Service
- a. The value (amount of focus, % of value) given to each of scholarship/Research, Teaching, and Service may vary across disciplines and should be determined by each area and tenure document.
 - b. Evaluations should be individualized, however, there should be standardized elements that provide consistency and equity (i.e. course evaluations)
3. Course Evaluations
- a. Standard across university- criterion-referenced questions- should address face-to-face and online courses
 - b. Additional questions should be added to form by each department or faculty member
 - c. Process of distribution, collection, format, structure, dissemination, and review should be standardized
 - d. Administrative Program distributes, summarizes and analysis, stores course evaluations (i.e. Institutional Assessment, Technology, ??) that are given to each department
 - e. Should be summarized, analyzed and stored online
 - f. Individual forms should not be returned to faculty
 - g. Data in evaluation should be summarized
 - h. Comments should be typed and attached to summary data
 - i. Faculty cannot offer extra credit for completing evaluation
 - j. Faculty cannot see summaries until after grades are submitted
 - k. All faculty should receive summaries and comments during the following semester (i.e. within 6 weeks)
 - l. Reviews with chair, mentor, CETL should be part of process
 - m. CETL is not involved with the evaluation but is available to consult to individual faculty to review, address and support improvement and development of teaching
4. Content of Course Evaluations, example of content
- a. Content
 - i. learning outcomes been met

- ii. Assignments and tests align (match learning outcomes)
 - iii. Challenging but realistic
 - iv. I learned valuable content, skills and/ or professional dispositions in course
 - b. Instructional Practices
 - i. Engaging
 - ii. Positive Learning Experience
 - iii. Clear and Organized
 - iv. Range of strategies, techniques and practices
 - c. Professional Practice
 - i. Faculty is on-time
 - ii. Prepared
 - iii. Provides feedback in reasonable time
 - iv. Knowledgeable about content
 - d. Student-Faculty interaction
 - i. Supportive
 - ii. Respectful
 - iii. Fair and equitable
5. Additional Purpose for Course Evaluation + Formative Evaluation (through-out semester)-
Ongoing growth and improvement
- a. Review with mentor
 - b. Review with CETL
 - c. Reflect in Annual Teaching Dossier
6. Peer Review of Teaching
- a. Observation: protocol, list of questions/items to look for
 - i. Faculty professionalism (prepared for class, on-time, knowledgeable)
 - ii. Student-Faculty interaction
 - iii. Strategies used
 - b. Review both online and face-to-face teaching
 - c. Who is doing review (within department, external)
 - d. Process for review
 - i. Meet with faculty prior
 - ii. Review
 - iii. Debrief
 - iv. Meet and provide feedback
 - v. Write up review
7. Teaching Dossier
- a. Self-Reflection of teaching
 - b. Written Annually
 - c. Establish goals and action plan for addressing them
 - d. Evaluate if previous goals have been met
 - e. Description of highlights in courses

APPENDIX J: Provost's Initiative — Focus Group Themes

Friday, March 4, 2016

The following summarizes the Faculty Focus Group themes discussed. The consensus of the group is that:

1. The campus community as a whole and schools and departments should engage in ongoing conversations about the value of teaching and evidence of teaching effectiveness.
2. This group was not aware the range and differences between departments across campus regarding different course evaluations, ways in which they are handled and ways in which they are used. The group thought that there was far more consistency across campus.
3. The term commonly used (course evaluation, student evaluation of teaching) should be changed to something such as "Student End of Course Survey" as students are not actually "evaluating faculty"
4. That these surveys should have consistent ratings across the campus (i.e. 5-highest/1 lowest)
5. Explore having some "core questions" across the university, plus additional questions at the department level and individual level
6. That additional types of evidence be used to evaluate teaching effectiveness for both formative (ongoing improvement) and summative purposes (tenure, review, merit)
7. As a campus, we need to be more aware best-practices in evidence of teaching effectiveness
8. This group feels that we are at a point where we should be focusing on a culture that values robust teaching and learning, including what evidence we use to demonstrate and evaluate teaching effectiveness. This group was in support of moving forward with this Initiative.

APPENDIX K: Provost's Evidence of Teaching Effectiveness Initiative Task Forces

Task Force 1: Course Evaluation Revisited

- Part A: Course Evaluation Questions
 - Rename (move away from Course Evaluation)
 - Ratings- 5 highest- 1 lowest
 - Demographic questions
 - 12 questions for all
 - Additional questions per school/department/individual faculty
 - Pilot Test it
- Part B: Course Evaluation System
 - Format (online, Scantron, other)
 - How are results analyzed and summarized
 - If online, how to ensure adequate response rate
 - Where is it "housed" (i.e. Institutional Research and Assessment)
 - Who at school/department level is involved
 - How to promote to students and faculty value/importance in system
 - How is it promoted- i.e.- reminders to student to complete

Task Force 2: How to use Evidence of Teaching Effectiveness

- Part A: How is information about "Course Evaluation" shared with faculty
 - How is it used for formative (ongoing growth and improvement) and summative (decision-making-PTR, annual reviews, merit, course scheduling)
 - Who meets and shares it with faculty (i.e. mentor vs review committee, conflict of interest)
- Part B: Additional Evidence of Teaching Effectiveness
 - How to triangulate evidence of teaching effectiveness
 - What other evidence can/should be used to demonstrate teaching effectiveness
 - How/who uses this information
 - Develop "peer evaluation" with checklist protocol
- Part C: Teaching and Tenure, Promotion, Merit
 - Formative evaluation: mentorship
 - Summative evaluation: how to use information for decision-making
 - Review and revise Tenure documents, merit, etc.