

FIFTH ANNUAL REPORT 2016-2017



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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

CETL's mandate to **cultivate a culture of success for all students, faculty, and the university community through pedagogical, professional and leadership development opportunities** continued to be our focus this year as we implemented and aligned our work with our own and the university's Strategic Plan. Campus-wide initiatives included the Provost's Evidence of Teaching Effectiveness Initiative, Universal Design for Learning and Gateways to Completion. Additional highlights included increased resources for Chairs, including hiring a Chair Fellow, and staff changes at CETL.

CETL continued leading **two campus-wide long-term initiatives**. A significant commitment was devoted to The **Provost's Evidence of Teaching Effectiveness Initiative**. This year **Task Force 1** (a team comprised of faculty and staff from across campus) worked on developing recommendations for a revised student "course evaluation" survey (**End-of-Course Student Feedback Survey [ESF]**). In the future we will continue to refine and develop this survey and develop recommendations for triangulation of other evidence of teaching effectiveness. **The Universal Design for Learning (UDL) Initiative** is aimed at increasing student success by reducing barriers and increasing access to learning for all diverse learners in the classroom and across campus. A significant part of our programming this year centered around UDL, including a year-long Faculty Development Institute, a series of workshops, creating six Quick Notes Guides and other resources, and working with the UDL team to explore ways we could integrate a UDL framework across the institution. Both of these initiatives are direct outcomes of both the CETL and University Strategic Plans. In addition, CETL served in a liaison capacity for Oakland's participation in the **Gateways to Completion (G2C) Project** aiming to redesign introductory/gateway courses to increase student success (reduce high DFWI rates) through the Gardner Institute and funded through a Kresge Grant.

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 **1,195 participants enrolling in 38 workshops** (an increase of 71 participants from the previous year), comprised of **542 different individuals** (an increase of 40). In addition, there were **115 consultations**. CETL awarded **20 faculty travel grants** to attend the Lilly Teaching Conference in Traverse City totaling more than **\$1,200 per person**. We held a very successful **Instructional Fair** with more than **25 poster presentations**. This year we sent **53 participants to the Oakland-Windsor Teaching and Learning Conference** in Windsor, with **44 of the participants presenting concurrent or poster presentations**. **Five faculty were awarded Teaching Grants** focusing on enhancing student success and the scholarship of teaching and learning. This year we expanded our grant application criteria to include team projects. Each awardee received a **\$3,000 stipend** upon completion of their final report.

We expanded our leadership support for Chairs with our first **Chair Fellow position**, a dinner at Meadow Brook Hall as part of the **Chairs' Retreat, increased forums and resource supports**. In addition, we restructured **CETL's staffing** to allow for our increased programming by including a part-time **CETL Coordinator** and an **AP Virtual Faculty Developer**.

PURPOSE OF THE 5TH ANNUAL REPORT

The purpose of the 5th 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 fifth full year of operations (August 2016-July 2017).

MANADATE and STRATEGIC PLAN of CETL

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.

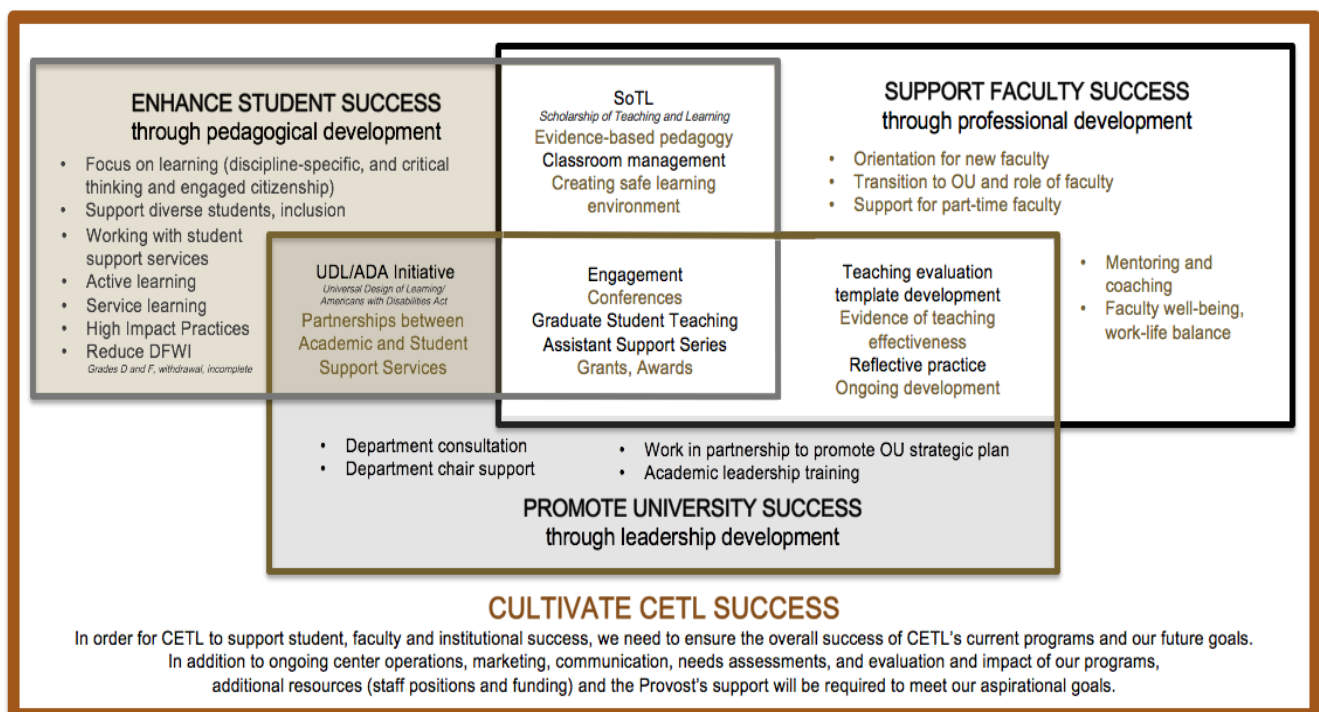
1. CETL enhances student success by providing pedagogical development on exemplary learning and teaching grounded in evidence-based practices.
2. CETL provides support for faculty success through professional development.
3. CETL provides support to enrich the success of the University as an institution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

The full CETL Strategic Plan can be found in Appendix A.

CETL: Cultivating Success for All

through pedagogical, professional and leadership development



Graphic from CETL Strategic Plan

GOALS FOR 2016-2017 and STATUS OF GOALS

1. To further develop and implement the Provost's Evidence of Teaching Initiative.

Achieved and Continue- Task Force 1 met 16 times with the following accomplishments for the year-

- i. Determine name of survey for OU – tentative “End-of-Course Student Feedback” (ESF) survey.
- ii. Create a survey that includes both campus-wide core questions and additional questions customized by schools, departments, individual faculty, and online.
- iii. Design survey to include both “rating” questions and comments.
- iv. As of end of year 1 – tentative list of 12 core rated questions – 8 instructor/instruction and 4 course-related questions + 2 open-ended comment questions – will finalize after focus group and pilot testing.
- v. Set consistent “rating” scale – 1-5 with 5 being the highest/top rating.
- vi. Design survey to include campus-wide questions about instructor/instruction and course plus format (e.g. online) and student demographics.
- vii. Online Survey System – Distribute, analyze and review ESF surveys online. Create a plan to increase online response rates (e.g. for face-to-face classes, students have time in class to complete online survey, reminders sent out, survey open for 7-10 days).
- viii. Develop a system that includes a “contextual narrative” where faculty can respond to survey with brief explanation of results (e.g. new method used, switched to online, much larger class size than usual).
- ix. Engage in ongoing discussion and problem-solving of opportunities and challenges involving ESF survey.

2. To develop and implement Universal Design for Learning as an institutional practice.

Achieved and Continue – UDL team met throughout year (added faculty and student to team). Accomplishments included

- i. Year-long Faculty Development Institute on UDL
- ii. Winter Workshop Series
- iii. Five UDL related Quick Notes and additional Teaching Tips
- iv. Presented at regional, national and international conferences on UDL
- v. Team generated ideas for UDL across campus

3. To develop resources and services that align with student success pedagogy.

Achieved and Continue – Implementing CETL Strategic Plan that aligns with OU strategic plan.

- i. Workshop series and content on student success pedagogy
- ii. UDL is an example of student success pedagogy
- iii. Teaching grant focus on student success

- iv. Faculty Development Institutes and Learning Communities focus on student success
 - v. G2C is another example of student success initiative
4. To develop resources and services that promote faculty success.
- Achieved and Continue
- i. Provost Evidence of Teaching Effectiveness Initiative – Task Force 1
 - ii. Mentoring Faculty Development Institute
 - iii. Ongoing consultations
5. To develop resources and services that enhance university leadership.
- Achieved and Continue – Enhanced supports and resources for Chairs
- i. 1st Chair Fellow – Jay Meehan
 - ii. Reformatted Chairs’ Retreat – held at Meadow Brook Hall with dinner
 - iii. Expanded Chair Forums
 - iv. Revised and updated Chairs’ Resource Guide
6. To develop detailed proposals for CETL’s growth and to begin to implement the plan.
- Achieved – Submitted proposals for new structure including a part-time CETL Coordinator and an AP Virtual Faculty Developer. Hired part-time Coordinator for January 2017 and AP Virtual Faculty Developer (32 hours) Christina Moore hired as of July 1, 2017.

INITIATIVES AND HIGHLIGHTS

The following list the initiatives and highlights at CETL this year. A detailed description of each can be found within the body of this Annual Report as indicated below.

- 1. Provost’s Evidence of Teaching Effectiveness Initiative – see page 62
- 2. Universal Design for Learning Initiative – see page 39
- 3. Gateways to Completion Initiative (G2C) – see page 40
- 4. Instructional Fair – see page 34
- 5. Chair Fellow and Chair Resources – see page 68
- 6. Restructuring and Expanding CETL Staff – see page 76

STAFF, FACULTY FELLOWS and CHAIR FELLOW



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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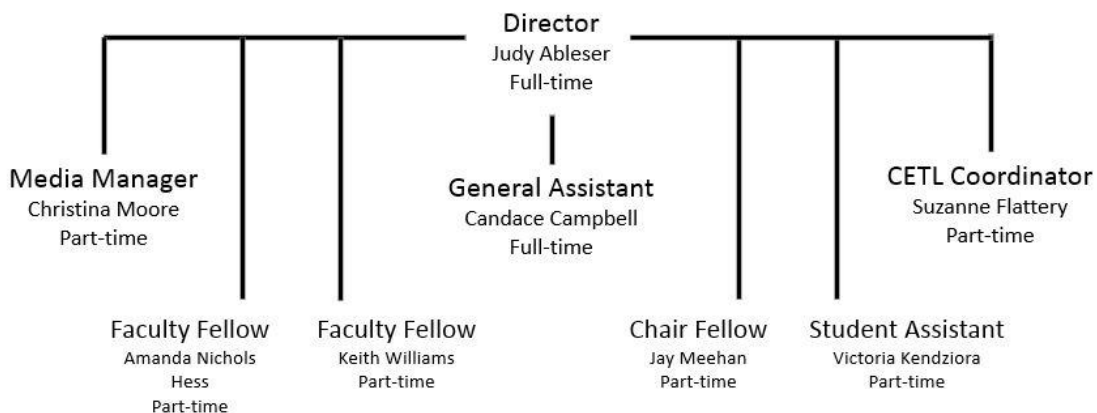
Keith Williams received his Ph.D. from the University of Michigan (Biopsychology Program) in 1998. After a post-doctoral fellowship, he became an Assistant Professor in Psychology at Grand Valley State University in 2001. He joined the Psychology Department at Oakland University in 2005. His research interests include the behavioral and biological components that modulate drug reinforcement and craving as well as the contribution of food intake mechanisms in alcohol self-administration. He frequently teaches OU courses in Introduction to Psychology and Physiological Psychology, but has also taught Animal Behavior, a seminar in Psychopharmacology, and a graduate class in Instruction in Psychological Science. Keith recently redesigned his large, lecture-hall Introductory Psychology course to include such approaches as group written assignments, early semester assessments, and an early alert approach.



Amanda Nichols Hess is the eLearning, Instructional Technology, and Education Librarian at OU Libraries. In this role, she works with her colleagues to develop the Libraries' diverse and user-focused online learning offerings; she is also responsible for delivering professional learning offerings aimed at equipping librarians to integrate instructional design and technology into their teaching. Amanda also serves as the liaison librarian to the School of Education and Human Services. Her research focuses on library instruction, instructional design/technology, and the intersection of these practices in faculty development.

Amanda received her Masters of Science in Information (the terminal degree for librarians) from the University of Michigan, as well as an Education Specialist in Instructional Technology from Wayne State University. Prior to coming to OU in 2012, she worked as a school librarian and technology integration specialist in K-12 education.

2016-17 Organizational Chart



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

CONSULTATIONS

Faculty and staff continued to request 1:1 confidential consultations. This year there were 115 consultations (very similar to the previous year: 114 in 2015-2016). This year 25/115 (22%) of the consultations were provided virtually. These typically involve reviewing syllabi and providing feedback on assignments and grant proposals. This met the need of faculty who are not available to meet in person.

This year more “seasoned” faculty met for consultations. In 2015-2016 the majority of consultations were with new and emerging faculty representing 53/114 contacts, whereas this year there were only 36 new faculty and a significantly greater amount of faculty who have been at OU for more than six years. The newer faculty seem to meet to discuss their syllabus, assignments, class issues, mentoring and teaching practices. The more seasoned faculty and staff meet to discuss program planning and curriculum design.

This year 19 faculty and staff indicated they wanted to discuss personal or career issues (compared with 12 in the previous year). However, many other faculty initiated a consultation due to a teaching or classroom issues, yet once in the consultation wanted to discuss concerns they had with colleagues or professional challenges that they were facing. This suggests that CETL offers a confidential and trusting environment where faculty feel they can share their concerns openly.

Consultation by Rank

Consultation Request	Count
Assistant Professor	27
Associate Professor	13
Full Professor	10
Special Instructor	10
Special Lecturer	29
Lecturer	9
Administration	5
Staff	7
Student	5
TOTAL	115

Consultation by Years Participants Have Been at OU

Consultation Request	Count
Less than 1 year	36
1-3 years	25
4-5 years	16
6 years or greater	33
Students – 5	
TOTAL	115

Type of Consultation Request

Consultation Request	Count
Discussion of Teaching Practices	23
Personal and Career/Professional Issues	19
Mentoring (not including FDI mentoring)	16
Program Planning	15
Syllabus Development	12
Assistance with Grant Development	9
Gateways to Completion (G2C)	5
Teaching Observations and Follow-up	4
Student Issues	3
Department or Administration	3
Classroom Issues	3
Time Management and Organization	2
Program and Curriculum	2
Reviewing Course Evaluations	1
TOTAL	115

WORKSHOPS

During the 2016-2017 academic year, CETL offered 17 fall workshops, 17 winter workshops and four summer workshops for a total of 38 workshops. We continued to offer series of workshops that all connected to a theme. The fall series included: orientations to the Faculty Development Institutes; Nuts and Bolts of Teaching; Provost's Initiative on Evidence of Teaching Effectiveness; Experiential Learning; and STEM. In addition, we offered the Teaching Award Winners Workshop and hosted the Registrar's sessions on "Tips and Tricks for Entering Grades." The winter sessions included series on: Promoting Teaching and Learning; Research; Campus Behavior and Safety; Universal Design for Learning; and STEM. The summer series focused on Learning Design. A full list of workshops can be found in the following pages.

This year we had a total registration for our CETL events (workshops, coffee and conversations and forums) of 1,195 representing 543 different individuals. This number continues to grow from previous years. The full breakdown can be found in the Appendix B.

CETL Registration Attendance

Year	Registration	Unique Attendees
2016-2017	1,195	543
2015-2016	1,124	504
2014-2015	902	410

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.

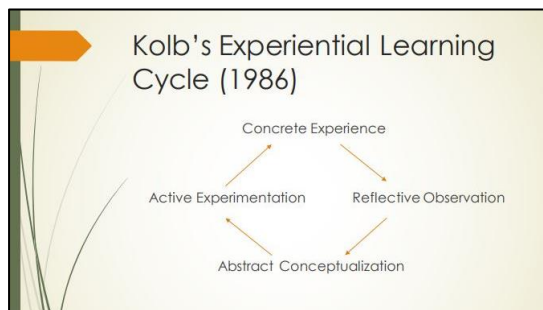
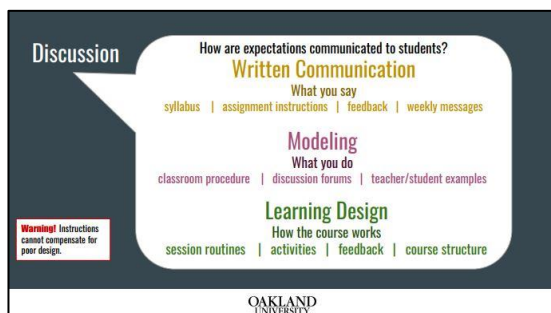
We continued to use the Feedback Request form that also included a link to the presentation slides, handouts, recording, and registration for the next workshop. This Request form (shown at the right) and the Next Week at CETL Scheduler with a direct link to register for workshops aids in ease of registration and participation as it is very faculty friendly.

CETL Center for Excellence in Teaching and Learning
OAKLAND UNIVERSITY

Thank you for attending today's **Overview of Academic Service Learning (ASL) and the OU Initiative** workshop. Please take a moment to respond to a very brief survey. Feedback will be shared anonymously with the presenters and will help us plan for future sessions.

- WORKSHOP FEEDBACK**
Click here to log in and evaluate the workshop.
- REVIEW THE RECORDING**
Click here to log in and watch the workshop.
- BROWSE THE PRESENTATION SLIDES**
Click to access our Virtual Faculty Development.
- REGISTER FOR THE NEXT WORKSHOP**
"Writing a Winning Proposal"
Wednesday, January 20 12:00 - 1:30 p.m.

Sample workshop feedback request



Sample workshop slides

The ratings for our workshops continue to fall between 4 and 5 on a 5-point scale. Many workshops receive a top score of 5 and no responses have been below a 3. The mean score for each series ranged between 4.1 and 4.9. The overall mean for the full year of workshops was 4.6. See Appendix C for the full list of mean ratings for all workshops. The feedback comments are valuable to us, as are the suggestions for future sessions. For example, suggestions for future workshops included minority issues and white privilege. As a response to this, in the coming year we are running a full-year Faculty Development Institute on this. We continue to have a low response rate for our feedback. We have attempted to prompt and encourage faculty to respond but limited few due. This is consistent with other online feedback surveys.

1. Rate this workshop from 5 being "most valuable" through 1 being "least valuable".
2. What did you most appreciate in the workshop?
3. What might have made this workshop more engaging or useful?
4. What kind of workshop would you most like to see offered in the future?

Workshop feedback request questions

Fall 2016 Workshop Schedule

ORIENTATION TO FACULTY DEVELOPMENT INSTITUTE (FDI)

Title	Date	Facilitator
Designing Learning for All: Universal Design for Learning	Tues. Sept. 13	Amanda Nichols Hess
Mentoring for Emerging Faculty	Wed. Sept. 14	Judy Ableser
Course Redesign to Increase Student Success	Thurs. Sept. 15	Keith Williams

NUTS & BOLTS OF TECHING SERIES

Title	Date	Facilitator
Learning Outcomes and Constructive Alignment	Thurs. Sept. 22	Judy Ableser
Authentic Assessment and Rubrics	Thurs. Sept. 29	Judy Ableser
Active Learning	Thurs. Oct. 6	Judy Ableser
Effective Lesson Planning	Thurs. Oct. 13	Judy Ableser
Effective Syllabus Development	Thurs. Dec. 8	Judy Ableser

PROVOST'S INITIATIVE ON EVIDENCE OF TEACHING EFFECTIVENESS SERIES

Title	Date	Facilitator
Revisiting Course Evaluations	Wed. Oct. 26	Judy Ableser
Course Evaluations for Formative and Summative Assessment	Wed. Nov. 2	Judy Ableser
Creating a Teaching Portfolio: Evidence to Demonstrate Teaching Effectiveness	Wed. Nov. 9	Judy Ableser

EXPERIENTIAL LEARNING SERIES

Title	Date	Facilitator
Experience This! <i>Fundamentals for Experiential Learning</i>	Wed. Nov. 16	Travus Burton
Serving the Need and Developing the Community: One Discipline is Never Enough	Wed. Nov. 23	Travus Burton
Mirror, Mirror... the Art of Reflection Before, During and After Student Experiences	Wed. Nov. 30	Travus Burton

STEM SERIES

Title	Date	Facilitator
Best Practices in Mentoring Undergraduate Researchers	Thurs. Oct. 20	Brad Roth
Best Practices in Teaching Written and Oral Communication Skills to STEM Students	Mon. Nov. 14	Laila Guessous

TEACHING AWARD WINNER WORKSHOP

Title	Date	Facilitator
2015/2016 Teaching Award Winners: Anthony Tuf Francis & Helena Riha	Thurs. Nov. 3	Anthony Tuf Francis & Helena Riha

Winter 2017 Workshop Schedule

PROMOTING TEACHING & LEARNING SERIES

Title	Date	Facilitator
Writing an Effective Proposal for OU-Windsor Conference - Theme: A Culture that Values Teaching	Wed. Jan. 11	Erika Kustra & Jessica Raffoul of U of Windsor
Faculty Sharing their Work: "Lightning Round" from the Lilly Conference on Teaching & Learning - Traverse City, MI	Tues. Jan. 24	OU Lilly Conference Presenters
Writing an Effective Teaching Grant	Wed. March 8	Judy Ableser
Facilitating a Learning Community	Wed. March 22	Judy Ableser, Greg Allar & Tanya Christ
Instructional Fair <i>(located in the OC at 2:00 pm–4:00 pm)</i>	Thurs. April 6	Multiple Presenters

RESEARCH SERIES

Title	Date	Facilitator
Research Positioning: Learning What It Takes to Be Competitive for External Funding	Wed. Jan., 18	Dave Stone
The Ins and Outs of Data Management	Wed. Jan. 25	Dave Stone & Joanna Thielen
Getting a Foundation to Fund Your Research	Wed. Feb. 1	Dave Stone & Adeline Gonzales

BEHAVIOR & SAFETY IN THE CLASS AND ON CAMPUS SERIES

Title	Date	Facilitator
Dealing with Behavior Problems in the Classroom	Tues. Feb. 7	Judy Ableser
Reporting Behavior Concerns + Disability Support Services	Tues. Feb. 14	Nancy Schmitz & Linda Sisson
Emergency Preparedness <i>(CANCELED)</i>	Tues. Feb. 28	Chief Mark Gordon
Active Shooter on Campus	Tues. March 7	Chief Mark Gordon

UNIVERSAL DESIGN FOR LEARNING SERIES

Title	Date	Facilitator
Universal Design for Learning: An Introduction	Thurs. March 2	Amanda Nichols Hess
Universal Design for Learning: In Practice	Thurs. March 9	Amanda Nichols Hess & UDL Members
Universal Design for Learning: Challenges & Considerations	Thurs. March 16	Amanda Nichols Hess

STEM SERIES

Title	Date	Facilitator
Setting Mid-Career Goals	Tues. Jan. 17	Jo Reger & WISE Team
Working with Your Teaching Assistant	Wed. March 29	Kathy Moore & Keith Williams

Summer 2017 Workshop Series
LEARNING DESIGN SERIES

Title	Date	Facilitator
User-Centered Design: Definition and Strategies for Classroom Implementation	Wed. May 17	Felicia Chong
Establishing Learning and Behavioral Expectations	Wed. May 24	Dan Arnold & Christina Moore
Taking the Class Temperature: Providing and Receiving Student Feedback	Wed. May 31	Dan Arnold & Christina Moore
Best Practices in Hybrid Teaching	Wed. June 7	Dan Arnold & Christina Moore

COLLABORATING with REGISTRAR’S OFFICE — GRADE SUBMISSION TRAINING

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

DEPARTMENT/SCHOOL WORKSHOPS

CETL again provided specifically designed workshops for the Department of Writing & Rhetoric, and for the OUWB School of Medicine (SOM). The SOM workshop focused on Active Learning and the session for Writing and Rhetoric was Dealing with Behavior Issues in the Writing Classroom.

COFFEE and CONVERSATIONS

This year we connected the Coffee and Conversations to the Workshop Series by generating open conversations that related to the theme of the series. For example, in addition to having workshops as part of the Provost’s Initiative on Evidence of Teaching Effectiveness, we held open conversations in the fall and winter to hear from faculty about their insights and concerns regarding the current “course evaluation” survey. In the winter, we facilitated an open conversation about Mental Health Issues as part of the Behavior Series.

Fall 2016 Coffee & Conversation Schedule

Title	Date	Facilitator
Diversity in the Classroom and on Campus	Wed. Sept. 28	Judy Ableser
Faculty’s Perspective on Provost’s Evidence of Teaching Effectiveness Initiative: Course Evaluations Revisited	Thur. Oct. 27	Judy Ableser

Winter 2017 Coffee & Conversation Schedule

Title	Date	Facilitator
Divided Country? United Campus!	Thurs. Jan. 19	Judy Ableser
Mental Health Issues in the Classroom	Mon. Feb. 13	Cynthia Carver
Continuing Conversation on Evaluating Teaching	Thurs. March 23	Judy Ableser

VIRTUAL FACULTY DEVELOPMENT

In 2013, CETL started an initiative to offer faculty development in an online environment in order to reach faculty who could not attend regular on-campus programming (e.g. part-time faculty and faculty unavailable at workshop times). This Virtual Faculty Development takes the form of videos, online tutorials, online learning modules, and teaching tips, among others. While we have realized significant success in building a Virtual Faculty Development website and increasing traffic to this website since 2013, we have reached new milestones as far as the view of our YouTube channel, new resource development, and participation in the Weekly Teaching Tips series.

In order to build on this foundation and create more interactive online faculty development opportunities, CETL converted a 19 hour per week casual Media Manager position to a 32 hour per week AP Virtual Faculty Developer in July 2017. The Virtual Faculty Developer will continue managing CETL's current virtual faculty development while working on larger projects such as

- offering new faculty orientation in an online format,
- developing more videos in the 5-Minute Video series,
- making CETL website improvements, specifically evaluating the CETL website for ADA compliance, improving searchability across all resources, and redesigning content to complement CETL's Strategic Plan (2016-2020)
- offering online modules that highlights best practices in teaching and learning at OU, such as hybrid teaching strategies and active learning strategies in large classrooms

Instructional Videos

Workshop Recordings

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.

5-Minute Video Series

CETL YouTube channel: 32,502 views and 163 subscribers. CETL's YouTube channel viewership has grown exponentially over the last year despite not being able to add new videos since May 2016 due to limited staffing. The channel currently includes four videos: our first teaching and learning basics video "Goals, Objectives, and Learning Outcomes," two keynote addresses given at the 2016 OU-Windsor Conference on Transformative Teaching and Learning, and a Faculty Feedback Tutorial video, made in partnership with OU's Early Alert Committee and Undergraduate Education. The "Goals, Objectives and Learning Outcomes" video has received the most views, 450% more than the previous year's view count (see table on next page).



Screenshot of CETL video

Video Title	2016-2017 views	2015-2016 views
Goals, Objectives, and Learning Outcomes	32,502	7,080
Faculty Feedback [Tutorial]	963	NA
Transformative and Integrative Learning with Generative and Embodied Knowledge (2016 OU-Windsor Conference Keynote Melissa Peet)	261	NA
Transformative Learning in Your Classrooms (2016 OU-Windsor Conference Keynote Jeff King)	70	NA
Total YouTube channel views	33,796	8,000

Current Projects and Goals CETL plans to take advantage of this increased viewership by adding more videos on teaching and learning basics, OU teaching and learning initiatives such as Universal Design for Learning (UDL), and university success collaborations. We have created scripts and storyboards for the following videos and will execute production in Summer and Fall 2017:

Teaching and Learning Basics

Judith Ableser and Christina Moore

- Constructive Alignment

Universal Design for Learning

Amanda Nichols Hess, Christina Moore and Judith Ableser

- UDL: Definition and Explanation
- UDL: Getting into the Three Guidelines
- Engagement through UDL
- Representation through UDL
- Action and Expression through UDL
- Focusing on Culturally Diverse Learners with UDL

University Success Collaborations

Office of the Registrar and CETL

- Degree Works Program at Oakland University

Quick Notes

Quick Notes series count increased from 14 to 27. Quick Notes are a brief visual guide to best practices, university processes, and other good-to-know aspects of helping students succeed. CETL has developed 27 Quick Notes, 13 of these during the 2016-2017 academic year.

Quick Notes Based on CETL Strategic Plan			
	Faculty Success	Student Success	University Success
7/2017	<ul style="list-style-type: none"> ● FERPA: Guide for Faculty ● Storing Data Securely 	<ul style="list-style-type: none"> ● Discussing Difficult Topics ● Reporting Alleged Sexual Assault: Faculty as Title IX “Responsible Employees” ● Trigger Warnings <u>Universal Design for Learning</u> <ul style="list-style-type: none"> ● UDL Introduction ● UDL Principles ● Action and Expression ● Engagement ● Representation ● International Students 	<u>End-of-Course Student Feedback (ESF) Surveys</u> <ul style="list-style-type: none"> ● Course Evaluations Revisited ● Contextual Narratives
7/2016	<ul style="list-style-type: none"> ● Syllabus Checklist ● Tenure ● Collecting Mid-Semester Student Feedback ● Teaching Squares: Peer Observation for Personal Reflection ● Teaching Evaluation Best Practices 	<ul style="list-style-type: none"> ● Teaching that Promotes Student Success ● Transfer Student Success at OU 	<ul style="list-style-type: none"> ● What CETL Does (and Doesn’t Do) ● Evaluating Teaching Effectiveness ● Faculty Feedback: OU’s System for Student Persistence <u>End-of-Course Student Feedback (ESF) Surveys</u> <ul style="list-style-type: none"> ● Centralized System ● ESF as Formative Feedback ● Online Systems ● Question Types

The Center for Excellence in Teaching and Learning Quick Notes presents

“Course Evaluation” Revisited

What are they called?

“Course evaluations” is often the term used for **end-of-course student feedback (ESF)** surveys.

Preferred Terms	Additional Terms
ESF Surveys (End-of-Course Student Feedback)	SRT: Student Ratings of Teaching
SRI: Student Ratings of Instruction	SIR: Student Instructional Report
SET: Student Evaluation of Teaching	SRI: Student Response to Instruction
	S RTE: Student Ratings of Teaching Effectiveness

Recommendations for Evaluating Teaching Effectiveness

Students can provide insight and important feedback about a course and instructor, and may be a reliable and valid measure if it is part of a larger, comprehensive evaluation system that triangulates evidence of teaching effectiveness. A student survey alone, however, should not be seen as the single measure of teaching effectiveness. Students do provide us with the information, but it is up to faculty, departments and tenure committees to provide the evaluation component and decision-making.

Model 1 – Dimensions of Effective Teaching

General instructional skill

Cognitive dimension = Communication of the material

- Lesson clarity
- Course & lesson organization
- Engaging/interesting presentation

Affective dimension = Interpersonal rapport

- Interest in & care about students
- Promoting motivation
- Interactions with students

Hativa, N. (2013). Student Ratings of Instruction: Recognizing Effective Teaching.

Model 2 – Student Ratings

Instructional design

Instructional delivery

Instructional assessment

Course management

Self-reported course impact on student

Alternative and supplementary teaching/learning environments

Arreola, R. (2007). Developing a Comprehensive Faculty Evaluation System.

OAKLAND UNIVERSITY

Center for Excellence in Teaching and Learning


Judy Ableser, Director for the Center for Excellence in Teaching and Learning at Oakland University.
Designed by Christina Moore, CETL

The Center for Excellence in Teaching and Learning Quick Notes presents


FERPA Guide for Faculty

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


Allows students to inspect their own education records



Prohibits the disclosure of personally identifiable information without written permission from the student



Prohibits the inspection of student records without written permission from the student



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

Faculty Compliance with FERPA

- ☐ **Refraining from Discussions of Student Work with Others** Do not have discussions regarding student progress with anyone other than the student without the student's consent (including parents or guardians).
- ☐ **Writing Letters of Recommendation** Obtain written authorization from students when using educational information. This includes GPA, class standing, or class grade.
- ☐ **Securing Hard Copies of Student Work** Lock file cabinets and offices where student records are kept. When no longer needed, permanently destroy any physical or digital records that contain personally identifiable student education information.
- ☐ **Sharing Grade Information** Refrain from posting student grades by name, Grizzly ID number or any other personally identifiable number. Instead, instructors may create unique identifiers; however, the posting order must not be alphabetic. The Moodle Grades tool is a secure way to share grades with students.
- ☐ **Guard Student Information in Classroom** Do not leave graded papers unattended with student names or Grizzly ID numbers on classroom desks or tables in open view or for students to collect themselves. Do not circulate class lists that include student name, Grizzly ID number or grades as an attendance roster.

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Center for Excellence in Teaching and Learning

Sample Quick Notes

Weekly Teaching Tips Series

Weekly Teaching Tips were sent out during the fall and winter semester to **403 faculty and staff subscribers (a 12 percent increase from last year)**. The Weekly Teaching Tips included the infographic and overview with a link to the website that included a more in-depth explanation of the tip. Of the 35 teaching tips posted, 12 were developed by OU faculty and staff. Others were adapted from teaching tips shared by a consortium of professional development staff across the country. The OU faculty and staff-authored tips included the following:


1. Empowering Habit Formation, Christina Moore
2. FERPA and Secure Technologies, Christina Moore
3. Trigger Warnings, Christina Moore
4. Preferred Names in Class, Christina Moore
5. Attendance Report, Helena Riha
6. Microaggressions, Christina Moore
7. Google Docs and Slides for Group Work, Amy Rutledge
8. Thinking Outside of the Box, J. Austin Murphy
9. Making Learning Flexible with UDL, Amanda Nichols Hess
10. Engage “the Thinker” and “the Talker” Alike, Amanda Nichols Hess
11. First Four Items to Post on Moodle, Amanda Nichols Hess
12. First Steps to Recording Lectures, Amanda Nichols Hess

Here are some samples of this year’s tips:

CETL Weekly Teaching Tips presents

Introverts and Extroverts

Engage the Thinker and the Talker Alike




Not all learners in your classrooms will engage with the course in the same ways. Consider these activities to encourage a broader cross-section of students to deeply engage with subject matter and work toward key course outcomes.

- Mix in-class discussions with online discussions.**
Students who want more time to process information and think carefully can benefit from the writing involved in online discussions. Students who are more comfortable speaking in class may find they are more focused when writing.
- Allow students to share either “live” or pre-recorded presentations.**
Students who feel anxious presenting to a large group can benefit from the same learning outcomes as those who are comfortable presenting. They are able to hone and perfect a recorded presentation before sharing it.
- Offer office hours in person and virtual (at the same time).**
Providing a web conferencing option during your office hours allows both students who prefer to not meet in person and students who may not be able to come to campus.
- Build opportunities for reflection into the classroom and the course.**
By asking students to write short reflection papers or journal entries, progress toward course objectives, or jot down their thoughts, you encourage thinkers and talkers to think deeply.

This teaching tip fits into the Universal Design for Learning (UDL) framework, providing opportunities to increase access and reduce barriers to learning success for all learners. For more on UDL, visit oakland.edu/ce.

Written by Amanda Nichols Hess. Designed by Christina Moore.

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CETL Weekly Teaching Tips presents

Facilitating a Great Discussion


Class discussion is a classic active learning activity that invites a group to challenge ideas and create knowledge together. It sounds great in theory, but we can encounter classrooms full of crickets. Consider these strategies as a way to try something new and revitalize the discussion.

CIRCULATE DISCUSSION AMONG STUDENTS Most discussions fall into a cadence of student-to-student interaction. Encourage students to answer one another's questions or respond to one another's comments. “What do you all think?” “How could we answer that question?”	ALLOW SILENCE AND PAUSE When silence falls after we have asked a question, our impulse is to fill the void with elaboration or a new question. If you know it is the question you want to ask, let students think. Even give students 60 seconds to consult the text or write a response. “What evidence can support that point?” “Let’s think about it.”
KEEP THE FOCUS ON OUTCOMES... What are the goals of your discussion? What main questions need to be answered? What points need to be discussed? When the discussion goes on a tangent, use questions to redirect the discussion to the main points. “So, how does this relate?” “Let’s bring the discussion back to our focus.”	...BUT BE OPEN TO THE UNEXPECTED When your students are deeply involved in a discussion that goes in an unanticipated direction, encourage them to lead the way and stoke their enthusiasm. A good class discussion can motivate students for weeks. Allow space for these discussions by over-allocating time for discussion. “Say more...” “Let’s go a little further.”

For more teaching tips on class discussions, visit oakland.edu/teachingtips

Created by Christina Moore. Published December 2015.

OAKLAND UNIVERSITY



Center for Excellence in Teaching and Learning

CETL Weekly Teaching Tips presents


First Four Items to Post on Moodle

As you think about making your course content more accessible for all learners, an easy way to reduce barriers to learning is to post key content in Moodle. Here are the first four items you can post to encourage all students to work toward course outcomes.

- Course Schedule, and Grading Rubrics**
Whether in one document or several, clearly lay out the course schedule and grading rubrics. Posting it on Moodle makes it more available to all students when they need it.
- Student Question Forum**
A place where they can post questions to their peers and instructors—helping others may engage some students more deeply in the learning process, and getting student feedback may be less intimidating for others.
- Resources Where Students Can Find Information**
List the kinds of informational content you’re using in your course. Students may need to supplement it with additional resources or simulations. Share resources students can use to find information, including resources such as databases available through the campus library, content connected with a course textbook, or other organizations relevant to the field.
- Successful Student Work**
Students benefit from seeing how past learners have achieved course objectives. Sharing anonymized examples of past students’ permission—can help students and break large course tasks into manageable parts.

Nichols Hess, Assistant Professor in OU Libraries. Designed by Christina Moore. Published April 2017.

Center for Excellence in Teaching and Learning



FACULTY DEVELOPMENT INSTITUTES (FDI)

Faculty Development Institutes are yearlong series that are facilitated by the Faculty Fellows as a cohort program. The fall sessions typically focus on providing content and pedagogical development, and the winter centers on having the participants implement, or plan on implementing those practices into their classrooms. This year we ran three Faculty Development Institutes: 1. Designing Learning for All: Universal Design for Learning, which explored how to meet the learning needs of an increasingly diverse student population. 2. Course Redesign to Increase Student Success, which investigated strategies to increase student success rates in historically high failure rate introductory classes. 3. Mentoring for Emerging Faculty, which offered collaborative support in teaching and acclimating to campus life for new and nearly new faculty. The mid-year and year-end feedback showed support and positive impact of these year-long institutes.

Mean of Survey Ratings from FDIs (5 highest rating)

FDI	Mid- Semester	Year-End
UDL	5	5
Course Redesign	4	4
Mentoring	4	5

The Center for Excellence in Teaching and Learning presents

Faculty Development Institute (FDI) Orientations

12:00-1:30 p.m. Learning Studio, 200A Elliott Hall Lunch provided.

Join us for one or more FDI Orientation sessions. You will have the opportunity to sign up to join the year-long group after orientation. FDI sessions will be arranged based on participants' availability once all participants have joined the FDI.

Register for each session by visiting
wwwwp.oakland.edu/cetl/faculty-development

**Designing Learning for All:
Universal Design of Learning**

Tuesday, September 13

Amanda Nichols Hess, CETL Faculty Fellow

- Consider how to meet the learning needs of an increasingly diverse and varied student population
- Identify the principles of UDL to reach learners both online and face-to-face
- Examine best UDL practices in tech and pedagogy to increase student success
- Incorporate concepts into instructional practices
- Share knowledge and experiences within the FDI and with department colleagues as well

Mentoring for Emerging Faculty

Wednesday, September 14

Judy Ableser, CETL Director

- Learn how this mentoring group can help support teaching and acclimation into campus life as an academic
- Begin to form professional and social networks and connections with other faculty who are also new/nearly new to teaching at a university
- Learn how these sessions can provide an opportunity to extend, practice, reflect and reinforce skills and knowledge that are introduced during the "Nuts and Bolts of Teaching" workshops

Course Redesign to Increase Student Success

Thursday, September 15

Keith Williams, CETL Faculty Fellow

- Explore the characteristics of "gateway" courses—or intro/foundation courses—and courses with high student failure rates
- Investigate strategies and practices for redesigning courses
- Receive feedback on planning and implementation of course redesign

Universal Design for Learning FDI

Amanda Nichols Hess facilitated a very successful FDI on Universal Design for Learning (UDL) to increase student success. Fourteen faculty initially joined the group in the fall with eight consistently attending and participating. Amanda summarized the FDI's activity:

"I kicked off this faculty development institute with an orientation meeting in September 2017; in this session, I addressed both the basics of UDL and shared my thoughts on the group's direction over the course of the academic year. Following this session, I held three additional face-to-face sessions and one asynchronous session during the fall 2016 semester with the resulting group of faculty, instructors, and administrative staff who chose to participate.

In each of the face-to-face sessions, the members of my faculty development institute and I focused on one of the UDL principles (providing multiple means of engagement, representation, and action / expression). We shared ways we were already incorporating these principles into our classrooms and instructional interactions, and we discussed how we could push these practices further to foster student success. For each session, I developed a presentation to structure our conversations; I followed up these meetings by sharing scholarship related to the questions / issues we discussed so that participants could identify / develop best practices within their own discipline areas. In our asynchronous session (in December 2016), I shared scholarly / pedagogical resources that the participants could use as they dealt with issues related to using UDL in their practices (e.g. technological, administrative, time / workload, colleagues' support). All content from the fall 2016 meetings was available to participants through our shared eSpace site, and I recorded all of our face-to-face meetings so they could review discussions at any time.

In the winter 2017 semester, our faculty development institute focused on implementing the UDL principles in our teaching practices. As such, we shifted to virtual synchronous and asynchronous meetings. In January and March 2017, I offered virtual synchronous sessions through WebEx; I recorded those sessions and made them available in the shared eSpace site. During these meetings, we discussed UDL case studies (available through MERLOT ELIXR, elixr.merlot.org) and how we could apply others' work in our practices. We also had time to discuss questions, issues, or ideas. In February and April 2017, I asked the faculty development institute participants to share their progress/work/questions/issues asynchronously via discussion boards in eSpace. This format allowed participants to engage with the content on their own schedules during particularly busy times of the semester (i.e., midterm and final grade periods)."

Comments from Year-End Survey- UDL

List and describe some concepts, skills, and strategies that you have been able to use (or will be able to use).	What were the highlights and strengths of this FDI?	What recommendations can you offer for changes to this FDI?	What future workshops, programs or services should CETL offer?	Other comments
The huge list of online free resources provided by Amanda	Sharing ideas	I appreciated seeing what everyone else has been doing. I would like to see a more strategic recommendation for taking our curriculum to the next level with UDL	More in-depth (less introductory) workshops about UDL.	Thanks for everything!
<ol style="list-style-type: none"> 1. Ideas on providing multiple means of engagement and assessment for all 2. Ideas regarding teaching to engaging both introverts and extroverts 3. The FDI also provided access to tons of relevant literature on the subject 	I loved hearing everyone else's ideas about how they implement UDL into the class. It was also nice to realize this is something I already do, mostly because of the tools I've learned through attending CETL presentations.	N/A Amanda did an AMAZING job. She really did. I appreciated how well-organized she was, how clearly she communicated, and how much time and effort she put into this FDI. She is a strong leader and facilitator, and I hope she knows that about herself. She rules!	<ol style="list-style-type: none"> 1. Problem-solving for female instructors in the classroom dealing with disrespect 2. A workshop on teaching diversity in the classroom when you (the instructor) are in a position of privilege (how can we deal with these topics realistically and sensitively) 	Give Amanda an award. 😊

Course Redesign FDI

The second year-long FDI, led by Keith Williams, focused on strategies to help faculty redesign their courses to address high failure rates often associated with “gateway” courses. Keith described this FDI as follows:

“Gateway courses can be defined as those more entry-level courses that serve as a prerequisite for other courses in the major. These courses often have high enrollment (i.e., many students per section or very large sections) and higher DFWI rates (i.e., students receiving D- or F-grades, withdrawals, or incompletes). Oakland University is participating in a Gardner Foundation program Gateways to Completion to address DFWI rates in some courses at Oakland University. As workshop facilitator, I designed this series to support those faculty participating in the Gateways to Completion program while also attending to the needs of other faculty wishing to integrate big changes into their classes. This workshop series met a total of nine times during the year around noon-1:30pm on a Tuesday or Thursday either in the CETL conference room or in a room in the Kresge Library. The data scheduling was such that we avoided overlap with other CETL workshops. Following the orientation session, we had about 8-9 participants. However, by the end of the second semester, we had only 4-5 regularly attending faculty members.

The series started with an orientation that showed the results of my own work in redesigning Introductory Psychology for the Winter 2015 semester. During that semester, I successfully integrated multiple components to increase student engagement and decrease DFWI rates. I extracted some of these redesign components for a more in-depth discussion with the faculty. I often provided the faculty with resources to review prior to our workshop to create a productive discussion. Many of the participants read the materials and discussion was often very active. One session was devoted to early alert approaches and class timeline strategies while another early session was devoted to constructive alignment and assessment strategies. Kieran Mathieson contributed to this session by presenting changes he made during a programming class MIS305. During the third session, Amanda Hess presented information on Universal Design for Learning as a high impact strategies. Continuing the theme of high impact strategies for the subsequent session, Sarah Hosch and Jonathan Yates presented their activities with publisher-created adaptive learning software for Introductory Biology. At the start of the Winter 2018 semester, we discussed principles of successful course redesign and promoted by the National Center for Academic Transformation (NCAT). The following session dived into details by discussing several case study reports from the NCAT website I purposefully left the final two sessions open to allow faculty to discuss plans for implementing course redesign in the subsequent year. The representatives from Biology presented during one session. They presented ideas and solicited feedback as they were preparing to apply for a CETL Excellence in Teaching and Learning Grant. The final session of the year had the representatives from Biology present data they collected spontaneously this semester. They were presenting the data later in the day at the CETL Instructional Fair. Anna Spagnuolo from the Math department also joined us to talk about the strategies that she uses for some of her math classes.

For this workshop, I spent a lot of time preparing. For example, I vetted the many different case studies from the NCAT site, but posted only five based on how I thought they might fit with the departments participating the FDI and the characteristics of OU. For earlier sessions in the fall semester, I spent time reviewing different sources give to faculty as background material to initiate discussion. For example, I reviewed and extracted chapters from *A Handbook for Teaching and Learning in Higher Education* (Fry et al., 1999) and *Teaching for Quality Learning at University* (Biggs and Tang, 2011). In final reflection, I feel like I worked hard, learned a lot, and enjoyed helping my colleagues brainstorm ideas for their classes. The biggest challenge I experienced was the hurdles that faculty presented due to university or departmental resources. During some workshop sessions, the discussion devolved into how the resources available to us (e.g., funding, rooms available, quality of the supplemental instruction system, faculty time) seem to limit the things that we can do to redesign our courses.”

Comments from Year-End Survey on Course Redesign

List and describe some concepts, skills, and strategies that you have been able to use (or will be able to use).	What were the highlights and strengths of this FDI?	What recommendations can you offer for changes to this FDI?	What future workshops, programs or services should CETL offer?	Other comments
Although I am not faculty, I found being part of the group to be beneficial: Hearing how faculty are doing redesigns or considering doing these, the processes some used, outcomes, and ideas to consider for the future.	People in the group were truly interested in redesign, wanting to have a meaningful and effective course while still having high standards.	N/A Keith did a great job leading and discussions were productive.	How to get faculty/staff involved more in guiding students on how to success in Gateway courses.	Thanks for continuing to offer these and allowing non-faculty to participate! Very educational and helpful!
Course redesign, grant writing	Good community building, feedback from other faculty, ability to contribute to the content we covered	I wish there had been more participation.		

Mentoring for Emerging Faculty FDI

The Center's Director facilitates the third FDI, Mentoring for Emerging Faculty, each year. 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, we had 12 faculty participate with 8/12 being first-year faculty members. This mentoring group is to complement 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 group met on average of once a month. Each session began with an opportunity for faculty to share their highlights and concerns and then focused on a theme or topic. The topics included: Setting and achieving your goals; Transitioning to the role of faculty; Learning the culture of the department and institution; Tenure journey; Setting your research agenda; Time management and organization; Student issues and Reflecting on your year.

Comments from Year-End Survey on Mentoring

List and describe some concepts, skills, and strategies that you have been able to use (or will be able to use).	What were the highlights and strengths of this FDI?	What recommendations can you offer for changes to this FDI?	What future workshops, programs or services should CETL offer?	Other comments
The discussions with other faculty were invaluable. I implemented a self-evaluation tool after talking to Judy about issues in the classroom with peer evaluation.	<ol style="list-style-type: none"> 1. Convenient time and location. 2. Great facilitator of the group 3. Peer support for new faculty 	None		
Time management and work/life balance	Interdisciplinary. Judy is so knowledgeable	N/A		
<ol style="list-style-type: none"> 1. Having more confidence in myself and my authority 2. Setting realistic goals 3. Finding contentment in just being instead of always doing 4. Time management 	I love interacting with other faculty members from all departments and positions, hearing about their experiences, and learning from them. Of course, one of my most favorite parts of this FDI is Judy!	I wish we could get together more often, but I know that's a toughy.	<ol style="list-style-type: none"> 1. Problem-solving for female instructors in the classroom dealing with disrespect 2. A workshop on teaching diversity in the classroom when you (the instructor) are in a position of privilege (how can we deal with these topics realistically and sensitively) 	

LEARNING COMMUNITIES

This year we ran two Learning Communities: Service Learning: Design, Practice and Scholarship led by Tanya Christ (Associate Professor, Reading and Language Arts) and Multimedia Tools in Education: Visualizing Data led by Greg Allar (Special Lecturer, International Studies). The Service Learning Learning Community had 12 participants with nine attending regularly. The Multimedia Tools Learning Community had five to seven regular participants.

The Center for Excellence in Teaching and Learning at OU presents

2016-2017 LEARNING COMMUNITIES

The Center for Excellence in Teaching and Learning is proud to announce new Learning Communities for 2016-2017 across a range of academic interests. Faculty, along with staff and graduate students, are invited to participate. Read the descriptions and sign up for a Learning Community by visiting oakland.edu/oulc.
Register soon, as some LCs may start meetings in the summer.

**MULTIMEDIA
TOOLS IN
EDUCATION:
VISUALIZING
DATA**

This Learning Community will help faculty learn how to integrate data analysis and visualization practices into their teaching, and extend these practices to the department and university level to track meaningful trends such as student enrollment.
Facilitator: Greg Allar, International Studies

**SERVICE
LEARNING
DESIGN,
PRACTICE, AND
SCHOLARSHIP**

This Learning Community aims to bring together course instructors who are interested in teaching service-learning courses, or who are teaching service-learning courses and would like to improve their teaching through Scholarship of Teaching and Learning projects.
Facilitator: Tanya Christ, Reading and Language Arts

Sign up for a Learning Community at
oakland.edu/oulc



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Highlights of each learning community as written by the facilitators are summarized below:

Service Learning

“The initial goals of the Service Learning LC included course design or design to incorporate service learning, and SoTL projects related to service-learning courses. Since most participants were already engaged in service-learning, we focused on improving our course designs through a process of sharing and responding to one another’s requests for ideas to improve the current design (see Goal 1 in Highlights below). Additionally, we realized that one barrier to better course design was not understanding the community partners and their needs well enough. So, we identified a project that would help us learn more about the community partners, also intended to improve course design (see Goal 2 in Highlights below). Unfortunately, I did not collect pre- and post- LC syllabi from faculty, so no evidence of changes is available for analysis. However, during the LC meetings the group did generate and discuss many ideas to improve each of the courses, and LC participants did say they were going to try some of these ideas. The group did not design any SoTL projects, as there was not much interest in this area demonstrated by participants.

Across the year, we accomplished two major goals. First, we learned more about one another’s service-learning work, and generated ideas to improve this work. Each LC participant presented his/her service-learning engagement to the group, along with a specific prompt to elicit feedback from the group. All members learned about one another’s service learning work and the models used to implement it, as well as the various challenges and successes that have been experienced. Also, each member obtained feedback for the topic/question s/he posed about their service learning engagement. Through this process, it became apparent that getting to know the communities with whom we partner for service-learning courses is of paramount importance, so we identified our second goal – to identify a way to do this. The second goal that we accomplished was identifying the Facing Project as a venue through which we could learn more about the Pontiac community. Most of us already worked or aspired to work in a service-learning capacity in Pontiac. We arranged a contract with the Facing Project for the 2017-2018 school year, and sketched a year-long plan for the project’s launch. Most (85.7%) participants reported on an anonymous exit survey that the LC helped meet their personal goals for joining it.

The following outlines some of the challenges faced: One participant expressed that, “I am still trying to solve my original problem with SL.” So, unfortunately, the LC did not meet all participants’ needs. Additional anonymous surveys 1/3 and 2/3 ways through the LC would be helpful to identify such an issue sooner. Additionally, we did not have a wide variety of participants from across campus. Recruitment to address this issue would be useful. One participant suggested that we should have spent more initial time discussing the organizations structure and tools (Google Database) and another suggested having a LC forum to facilitate more ongoing discussions between meetings. Both of these are excellent suggestions and would be easy to implement.”

For the 2017-2018 school year, Jess Tess-Navarro will lead the Service-Learning LC. Many LC members wish to continue in the group, and we are hoping that more faculty may become interested and join as well. Travus Burton will lead the Facing Project launch in the 2017-2018

school year. Many LC participants will continue this work, and new Facing Project participants will be invited and recruited as well.”

Multimedia Tools in Education: Visualizing Data:

“For roughly the past 12 months members of the OU community met to become familiar with various types of data visualizations and to discuss the how to adapt and incorporate this strategy into classroom and homework activities. Meetings of the Learning Community were Open to all members of the Oakland University community.

The learning community held its meetings in the eLearning classroom, 430 Kresge Library. This room had a large screen, which enabled participants view firsthand and in real time different applications of data visualizations. Some of which are very sophisticated, for example, [Tableau](#). The group met roughly every six weeks. As an introduction participants watched A TED Talk by David McCandless entitled “[The Beauty of Data Visualization](#).” In February 2017, our learning community watched select excerpts from a talk given by Professor Richard E. Mayer, a well-respected authority on multimedia learning, on “[Principles for multimedia learning](#).” His talk outlined how multimedia instruction helps learners understand concepts. Throughout the academic year, members of the learning community shared examples from their teachings and explained what learning objectives or course concepts the data visualization addressed.

At the 2016 Lilly Conference on College Teaching and Learning in Traverse City Amanda Nichols Hess, Shaun Moore and I presented on “Multimedia Tools in Education - Visualizing Data” in which we discussed some of our initial thoughts on incorporating data visualizations into the classroom. At the 2017 OU-Windsor Conference Amanda Nichols Hess, Shaun Moore and I conducted a workshop on “Visualizing Data to Unlock Learning” in which we refined some of our previous ideas and examined how to use data visualizations to promote higher order thinking skills in students. I created a website in eSpace for members to interact, to broadcast announcements and to post resources. I recently uploaded and shared a link for learning community members to [ACRL/Choice Webinars: Exploring Data Visualization Approaches to Enhance Student Engagement](#).

Resources on Data Visualization compiled by members of the learning community:
Background Information on Visualizing Data

- [What is Data Visualization?](#)
- [11 Ways to Visualize Changes Over Time – A Guide](#)
- [Faculty Learning Communities: Data Visualization](#)
- [The State of Data Education 2016 – TableauURL](#)

Teaching Resources on Data Visualization

- [Teaching with Infographics: Places to Start](#)
- [The Whats Whys and Hows of Infographic Assignments](#)
- [Data Visualized: More on Teaching with Infographics](#)
- [Visualizing Data to Unlock Learning: Handout, OU Windsor 2017](#)

Video Resources

- [The Beauty of Data Visualization](#)
- [Principles for multimedia learning](#)
- [Exploring Data Visualization Approaches to Enhance Student Engagement.](#)

Each learning community participant will assess for her/himself where, how and what type(s) of data visualization would best serve to foster student engagement and support the learning objectives in their courses.”

GRADUATE STUDENT TEACHING ASSISTANT SERIES

This year the Graduate Teaching Assistant Series was led by Keith Williams (Faculty Fellow). John Corso, who ran the series the previous year, recommended that the series be offered in the fall semester only as participation seemed to greatly wane in the winter semester.

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 Fall 2016 series. Sessions are free to all graduate students.

ORIENTATION

Wednesday, September 14
5:30-7:00 p.m.

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

Facilitated by **Dr. Keith Williams**
CETL Faculty Fellow
& Associate Professor of Psychology

This FDI will be meeting in the fall on the following Wednesdays:

September 21	November 2
October 5	November 16
October 26	November 30

Objectives:

1. Knowledge of factors to be considered in course design and execution of instructional strategies.
2. Ability to create a plan for instruction across the semester and execute instruction during class sessions.

Learning Outcomes:

1. To survey the principles of learning and explore factors that contribute to successful college instruction.
2. To develop practical approaches to class preparation including syllabus development, presentation methods, class activities, and assessment.
3. To create tangible products to use in class as you begin teaching.

Find more information and register for the orientation at oakland.edu/cetl by clicking on the Graduate Teaching Assistant Series tab

Keith summarizes his experience below:

“The fall semester Graduate Teaching Assistant Series in fall was an intense but rewarding experience. A meeting with the previous faculty fellow facilitating this workshop series suggested that a year-long duration may cause attendance to decrease toward the end of the year. Thus, in conjunction with the Director of CETL and another Faculty Fellow, we decided that I would take on this task but we would limit the activity to the fall semester. This series met a total of seven times (one orientation and six content sessions) across September, October and November on Wednesdays 5:30-7:00pm. The number of meetings and meeting duration worked well for the needs of the graduate students. We began the semester with approximately 25 students and ended the semester by giving 13 students workshop completion certificates.

My objectives for the series were to use the first two sessions to get the graduate students thinking about pedagogy and theory and concepts. The next two sessions were used to address practical issues to apply in the classroom, and the last two sessions were to be used to emphasize skills and products that the graduate students could use in the classroom.

The first two sessions focused on active learning/teaching and how undergraduate students organize knowledge. The emphasis was on understanding the difference between class goals, objectives and learning outcomes using Bloom’s taxonomy. I introduced the graduate students to the time-tested method of taking class notes via the Cornell Note-Taking Method so that they can assist their undergraduates in developing good note-taking habits. These sessions also emphasize a need to understand how and why undergraduates are learning and organizing information. This approach helped the graduate students (developing experts in the field) understand how undergraduates (novices in the field) are approaching their learning. We also discussed how undergraduate motivation level changes across class (e.g., 100-level general education classes vs. 300-level content courses) and how we may address student development of knowledge with techniques such as the creation of concept maps. I emphasized the importance of student practice and the qualities of useful feedback from instructors. The primary text used to help prepare the graduate students for these sessions was *How Learning Works: Seven Research-Based Principles for Smart Teaching* (Ambrose et al., 2010).

The next two sessions were used to help the graduate students acquire practical skills and ideas to apply in the classroom. The primary text used to help prepare the graduate students for these sessions was *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (Svinicki and McKeachie, 2011). How to deal with student problems consumed one entire workshop session. Students who were already experienced as instructors or teaching assistants shared their challenging experiences and we discussed the text’s suggested approach for dealing with other challenges. I used these sessions as an opportunity to introduce the students to the Chronicle of Higher Education as a resource. They can sign up for daily emails indicating article coverage and read the entire text of selected articles via the OU Kresge Library. This resource often has helpful advice for dealing with all classroom issues as well as larger issues related to the developments in field and job listings.

The final two sessions were intended to emphasize skills and products that the students could use in the classroom immediately. We discussed syllabi content and meeting the class for the first time. I allowed students to submit syllabi for feedback from peers (only two students submitted syllabi for feedback). As a group, the workshop participants helped refine their syllabi and discussed other issues related to syllabi content, planning and first day issues. The workshop allowed students the safety to ask questions about how to dress, how to ask students to address the graduate instructor (e.g., first name, last name, etc.), and how to maintain the professional barrier between graduate student and undergraduate student when their ages are so similar. The last session was modified upon the students' request. We discussed teaching philosophies, teaching portfolios and CVs. The students wanted to hear about topics on professional development. This session was very active and students were taking notes. To help the students, I posted my own teaching philosophy, portfolio and CV. This final session seemed very helpful to the students.

Overall, facilitating this workshop was an enormous amount of work, but it was an incredible success. The sessions were very active and I was often fielding student questions well after the end of each session and via email. I had some students ask whether this workshop would be offered during the winter semester. In the future, I would recommend offering this session for the same duration (one semester), but it might be worth offering two overall sessions (one for fall and one for winter semester)."

Feedback on Graduate Student Teaching Assistant Series

Question	Mean Rating- 5 is highest
I have/will be able to apply concepts and skills learned through this series.	4.6
How would you rate the GTA series generally?	4.6

Participant Comments from Feedback on Graduate Student TA Series:

List and describe some concepts, skills, and strategies that you have been able to use (or will be able to use).

- Some very useful for planning content
- Teaching methods based on interactions and awareness
- The session on course and lesson preparation was extremely valuable. I also found the teaching portfolio session useful.
- approaches to learning and c.v. creation
- classroom management, dealing with angry students, engaging students.

What were the highlights and strengths of this series?

- I liked the group discussions on diverse learning perspectives on teaching and learning
- The discussion and in-depth understanding of concepts of pedagogy.
I liked that we covered a variety of topics, all of which were useful for graduate students who are currently teaching or plan to teach in the future. Dr. Williams also exposed us to many useful resources (e.g. book, website) that we can consult even after the series is done.
- The discussion and in-depth understanding of concepts of pedagogy.

- I liked that we covered a variety of topics, all of which were useful for graduate students who are currently teaching or plan to teach in the future. Dr. Williams also exposed us to many useful resources (e.g. book, website) that we can consult even after the series is done
- adaptive with audience needs and inquiries.

What recommendations can you offer for changes to this series?

- Ask the grad teaching assistants to stop being rude to students from different programs. It's why I stopped attending midway
- None as the course itself is an improvement on its own as it moves along through the semester.
- Offer in Fall and Winter semesters

Other comments

- Dr. Keith has been a great instructor and a guide in this workshop. His experience was a great asset as to the things to do and not to do in teaching, preparing to teach and interacting with various students.
- I really liked how Dr. Williams came into the series with a flexible plan - he had topics he planned to cover, but was also willing to switch things up based on the needs and input of the participants. Also, the food was great! Thanks for an excellent series.

INSTRUCTIONAL FAIR

CETL offers the Instructional Fair on the alternating years that the OU-Windsor Conference is hosted in Windsor. This was the 3rd Instructional Fair. Faculty were encouraged to submit a description of an innovative teaching or learning strategy that they use in on-campus or online classes. The fair took place in the Gold Rooms on Thursday, April 6 displaying 25 strategies (compared to 17 strategies in 2015). The Fair offers an opportunity for faculty and staff to interact with each other and learn innovative techniques that can be used in their own classrooms. In total, 75 participants attended in this year's instructional fair (compared to 60 attendees in 2015).

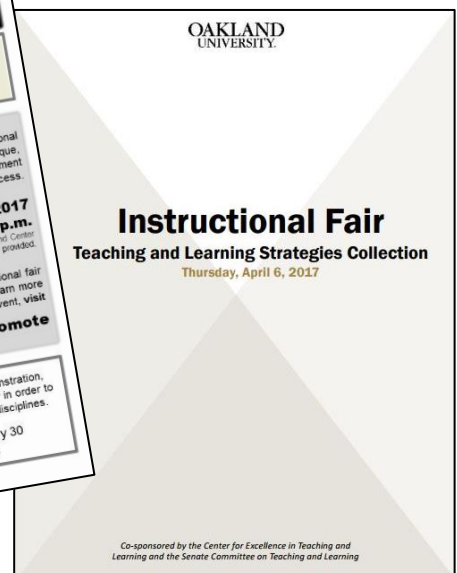
List of the Instructional Fair Presentations

Presenter	Strategy
Greg Allar	Circles of Impact: Helping Students Prioritize Content for Quizzes
Kathleen Spencer	What is Your Superpower? (A Powerful Ice-Breaker)
Ellen Gajewski	Cultural Assessment Panel
Caterina Pieri	Songs in the Teaching of Modern Languages
Maria Ploof	Cultural Extra Credit
Jess Tess-Navarro	Analysis and Synthesis: Learn with Legos
Kirsten Nisbett, Krista Malley	Academic Engagement & Student Persistence
Cheryl Jusela	Use of Case Studies as a Teaching and Learning Tool
Bridget Varughese	Case Studies
Sanela Martic	Molecular LEGOS
Chris Kobus	Active Learning Classroom Demonstrations to Get the Point Across
Amy Rutledge	Group Work with Google Drive
Shaun Moore, Nic Bongers, Dan Arnold	The Book Resource: Moodle's Best Kept Secret
Helena Riha	Class Texts as an Effective Way to Communicate with Students
Pamela Todoroff	Collaborative Learning in Moodle
Laura Gabrion	Using Revision Plans to Enhance Student Engagement with Instructor Feedback
Laura Klein	Interpreting and Understanding Secondary Research: Teaching Students How to Become Consumers of Scholarly Research
Sarah Hosch, Jonathan Yates	Peer Paired Problems
Rod Nyland	Promoting Deeper Learning Through Student-Written Questions
Kris Condic, Amanda Nichols Hess	OU Libraries and Online Learning
Julia Rodriguez, Shawn McCann	Meaningful Partnerships with Liaison Librarians
Emily Spunaugle, Dominique Daniel	Library Resources for Engaging Instructional Environments
Joanna Thielen	Incorporating Research Data Management into Curriculum



Instructional Fair Flyer & Instructional Fair Booklet

CETL created a booklet outlining each strategy and pictures of the presenters. The booklet can be found on the CETL website under “Handbooks and Documents” or on the Instructional Fair tab at oakland.edu/cetl/promote



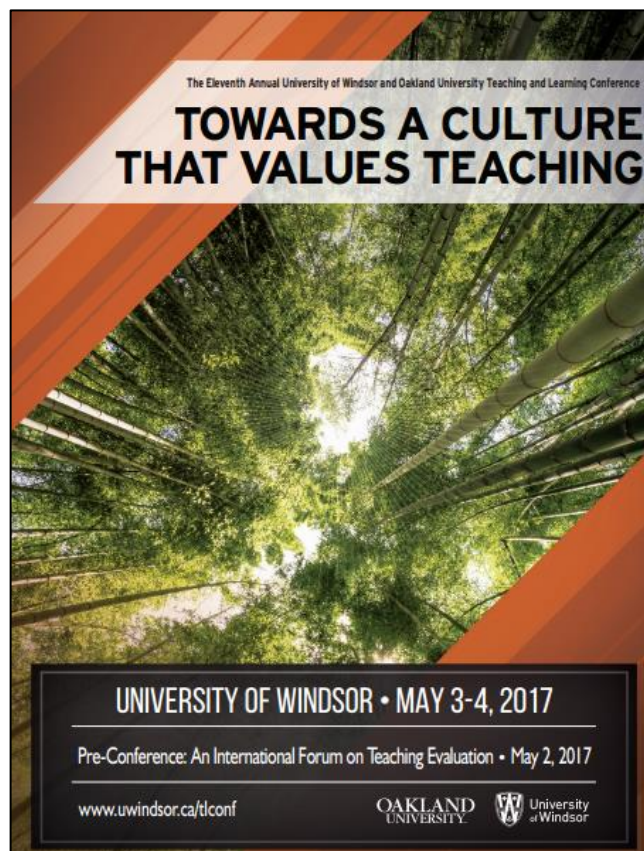
CONFERENCE — 11th Annual International Teaching and Learning Conference

For the past 11 years, Oakland University and the University of Windsor have cosponsored a Teaching and Learning Conference alternating locations between Windsor and Oakland. The 11th Annual Teaching and Learning Conference was held this year at the University of Windsor on May 3-4 (with a Pre-Conference on May 2). The hosting institution organizes the conference with the support and input from the other university.

This year's theme was "Toward a Culture that Values Teaching" (theme description from conference website):

"The purpose of the eleventh annual University of Windsor-Oakland University Teaching and Learning Conference is to explore and celebrate the many ways we can contribute to the enhancement of a culture that values teaching. A post-secondary institution's culture consists of its embedded patterns, networks, behaviours, shared values, beliefs, and ideologies (Cox et al., 2011; Kustra et al., 2014; Mårtensson & Roxå, 2016). Whether, and how, an institution values teaching can impact critical outcomes such as student learning, student engagement, and student retention as well as faculty motivation and behaviours (Berger & Braxton, 1998; Cox et al., 2011; Feldman & Paulsen, 1999; Grayson & Grayson, 2003)."

The keynote speakers included Peter Felton (Assistant Provost, Elon University) and Matt Ouellette (Associate Provost, Wayne State University). Peter's opening plenary was entitled "Valuing Teaching: What Matters Most" and Matt's closing session was entitled "Teaching Culture in Higher Education: What Accelerates Change."



This year 248 people registered for the conference, with 219 attending (29 no shows). Oakland University had 52 registered comprised of 39 faculty, 5 administrators and 8 students. Oakland led 12 concurrent sessions (out of 30) and 9 poster sessions (out of 25) for a total of 21/55 presentations. A total of 44 presenters contributed to these sessions.

The following is a list of Oakland presenters and session topics.

Listening to Intern Voices: Exploring Teaching Interns Learning Experiences in a Secondary Teacher Education program	Anthony Tuf Francis Oakland University Alex Cammarata Oakland University Christian Szymaszek Oakland University
A Model for Multidisciplinary Academic Service-Learning	Travus Burton Oakland University Katie Jostock Oakland University Jessica Tess-Navarro Oakland University
Taking the Class Temperature: Methods for Providing and Receiving Student Feedback	Christina Moore Oakland University Daniel Arnold Oakland University
“Active Learning” Reconceptualized	Serena Kuang OUWB School of Medicine
Whither Practice Wisdom? Are We Helping Our Students Become Professionals?	Stephen Loftus OUWB School of Medicine Thomas Ferrari OUWB School of Medicine
Engaging Students with Feedback, Interaction, and Enaction: Repositioning Students’ Role in Higher Education	Laura Gabrion Oakland University Jennifer Coon Oakland University Rachel Smydra Oakland University
Faculty and Student Perspectives on Mindfulness and Student Success	Katie Jostock Oakland University Zain Syed Oakland University
Visualizing Data to Unlock Learning	Shaun Moore Oakland University Greg Allar Oakland University Amanda Nichols Hess Oakland University
What a Difference a Teacher Can Make: Using Critical Reading in Every Course	Alice Horning Oakland University
Moodle Citizens: How Multi-Modal Assignments Foster Collaboration and Civic Engagement in First Year Business Writing	Jill McKay Chrobak Oakland University
Contextual Narratives: Faculty Responsive Voice to “Student-Ratings-of-Instruction”	Judith Ableser Oakland University
The Impact of Service Learning on General Education and Student Success	Jessica Tess-Navarro Oakland University

Wednesday, May 3 4 p.m. – 6 p.m.
Reception and Poster Session

Code	Title	Presenters
P02	Creation of 3-D Spinal Cord Models With Peer Teaching Enhances Learning in Neuroanatomy	Deb Doherty OU Mary Bee OU Nada Metti OU
P05	Enhancing Instruction of Psychomotor Skills Through the Use of Motor Learning Principles	Jacqueline Scully OU
P07	Evaluating Effectiveness of an Interprofessional Collaboration (Doctor of Physical Therapy and Nursing students) Utilizing a Cadaveric Arthrology Lab Focused On Degenerative Joint Disease	Doug Creighton OU Ellen Gajewski OU Deb Doherty OU
P09	How OU Writes: Building a Culture That Values Writing Instruction	Felicia Chong OU Crystal VanKooten OU Josephine Walwema OU
P13	Leveraging Case Studies: An Archaeological Dig Through Best Practices, Leadership Standards and Relevant Research	C. Suzanne Klein OU
P14	Linking Leadership Skills to Quality Patient Care: Innovative Teaching and Learning Modalities	Claudia Grobbel OU Lynda Poly-Droulard OU Barbara Penprase OU
P15	On The Fast Track: A Community of Practice to Meet Student Needs	Kathleen Spencer OU Carrie Buch OU Kimberly Holka OU Lynda Poly-Droulard OU
P21	Understanding English as Foreign Language College Students' Acceptance in the Use of Information and Communication Technology	Yue Zhuo OU
P24	What's the Problem? Problem-Based Learning in the Development of Critical Thinking	Joanna Hernandez OU Patricia Petroulias OU



UDL INITIATIVE — Universal Design for Learning

This is the second year of our campus-wide Initiative to promote Universal Design for Learning. Universal Design for Learning is an overarching practice to reduce barriers and increase accessibility to success for all learners. With the focus of OU's strategic plan on student success and a commitment to diversity of learning on campus, the UDL Initiative explores how our campus could embrace and implement UDL at Oakland.

This year we continued to meet regularly to discuss ways in which UDL could be incorporated into the classroom as well as across the campus. CETL focused significant attention on UDL through programs and services including a Faculty Development Institute, facilitated by Amanda Nichols Hess, on UDL in the classroom. In addition, we offered a series of UDL workshops in the winter and created six Quick Notes on UDL practices including: Introduction, Overview of Three Principles, UDL and Engagement, UDL and Representation, UDL and Expression and UDL for International Students. The team introduced UDL concepts to numerous committees and groups across campus and shared the Introduction to UDL Quick Note. In addition, the CETL Director and Faculty Fellow presented at numerous conferences regionally and nationally.

All six UDL Quick Notes can be found in Appendix D.

This past year we expanded our team to include more faculty and a student representative, in addition to the original staff and administrators who began to explore UDL last year.

The team is comprised of:

- Judy Ableser, CETL Director
- Shaun Moore, e-LIS Director
- Nancy Schmitz, Dean of Students
- Joi Cunningham, AVP, Academic Human Resources
- Theresa Rowe, Chief Information Officer, University Technology Services
- Linda Sisson, Director of Disability Support Services
- George Preisinger, AVP, Classroom Support/Tech Services
- Adam Gordon, Systems Analyst & Support Spec, Classroom Support/Tech Services
- Rusty Pidsosny, Systems Analyst & Support Spec, Classroom Support/Tech Services
- Amanda Nichols Hess, CETL Faculty Fellow and Library Faculty
- Meagan Conrad, SECS
- Jess Tess-Navarro, CAS, Writing and Rhetoric
- Rod Nyland, SOM
- Elijah Sanders, Student Representative

Gateways to Completion – G2C Project

This past year Oakland University entered into a three-year initiative called Gateways to Completion. Susan Awbrey (Senior Associate Provost) leads the project with CETL serving in a liaison role to support the faculty development and training. The following excerpt, from OU's website, summarizes the project.

“Oakland University is among eight postsecondary institutions that will participate in the Michigan Gateways to Completion (Michigan G2C) project. The three-year initiative is in partnership with the nonprofit John N. Gardner Institute for Excellence in Undergraduate Education (JNGI), with the goal of improving student outcomes in high-risk courses. Along with Oakland University, participating institutions include Eastern Michigan University, Kalamazoo Valley Community College, Lansing Community College, University of Michigan – Dearborn, Washtenaw Community College, Wayne State University and Western Michigan University.

Michigan G2C will help the institutions' faculty create and implement evidence-based plans to continuously improve teaching, learning and outcomes in courses with historically high rates of failure, sometimes called 'gateway courses.' Gateway courses are often survey courses that all students must take as they begin a desired major. 'We know that research supports that the kinds of assessment, active learning and in-class and out-of-class strategies that are a part of G2C are directly connected to improvements in retention and graduation rates,' said Drew Koch, JNGI Chief Operating Officer. 'This is especially true for historically underserved and underrepresented students. So this project is equally about advancing social justice as it is about improving teaching, learning and success.' The project will last through the 2018-19 academic year. The first year of the effort will be focused on helping faculty and staff gather and analyze evidence to create course transformation plans. The redesigned courses will be taught and refined in the second and third years of the project.”

Two courses were selected for the G2C project based on opportunities to increase student success and reduce high DFWI rates in these introductory, foundation courses. These courses include Biology 110: Introductory Biology and Math 111: Introductory Calculus. The lead faculty who are working to redesign these courses include Sarah Hosch and Jonathan Yates from Biology and Lazlo Liptak, Kevin Andrews and Anna Spagnuola from the Math department. The Steering Committee includes additional staff to offer support. This first year involved collecting and entering predictive analytics to determine the needs. Faculty were invited to participate in local, regional and national training opportunities including webinars and conferences hosted through the Gardner Institute. During the summer, the Biology faculty will be working on redesigning the course and implementing the changes in the fall and winter. The Math team will meet during the fall 2017 to redesign their course and implement the changes in the winter.

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

MENTORING and CONSULTATIONS

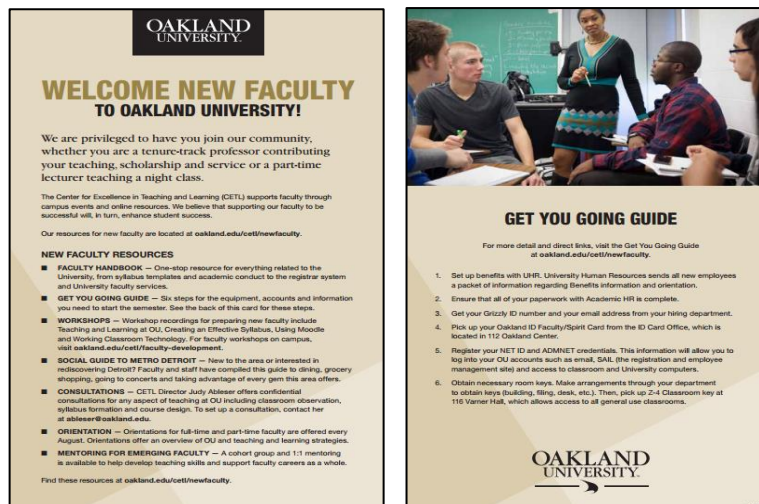
As in the previous Annual Report, mentoring and consultations have been described under the previous section of Fostering Student Success under Pedagogical Development. Yet both of these services cross over to enhance and support faculty success. During consultation sessions 21 of the 115 (18%; an increase from 10% the previous year) identified their primary reason for seeking support was directly due to time management, 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 recurring theme and need; many faculty want 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 (16 consultations resulted from this 1:1 mentoring) and to other new faculty members to assist them in their transition to the role of faculty and managing their new position.

NEW FACULTY RESOURCES and SUPPORTS

Welcome Card


This past year we continued to enhance and update our resources and supports for new faculty. In the spring, we send out a welcome packet to all new faculty directing them to our website with New Faculty Resources, inviting them to a series of New Faculty Orientation events and offering them the opportunity for consultative services as they prepare for their transition to Oakland University.



The following summarizes our new faculty for 2016-2017

- Total new full-time: 55
- Total new part-time: 52
- Attending Pre-Orientation: 26 on Wednesday, August 3
- Attending the Welcome Dinner: 49 new faculty on Wednesday, August 17
- Attending Orientation Day: 44 on Thursday, August 18
- Attending Part-time Orientation: 24 on Tuesday, August 22

New Faculty Resources on Website: www.oakland.edu/cetl/new-faculty



Welcome NEW FACULTY

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.

GETTING STARTED | **ORIENTATION RESOURCES** | **HANDBOOKS** | **OTHER RESOURCES**

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 Human Resources is complete.** If you have questions visit uhr/newfaculty
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. **Sign up for professional photos.** OU offers faculty the opportunity to get professional headshots for photos used in our orientation publications and OU websites. Since spots fill up quickly sign up as soon as possible and schedule an appointment **before July 24, 2017**. **Click here to sign up**, and select Kelli Titus as the account manager.
5. **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.
6. **Register Your NET ID and ADMNET Credentials** This information will allow you to log into your OU accounts such as email, SAIL (the registration and employee management site), and access to classroom and university computers. Once you get a Grizzly ID number and your email address from your department, click here to **register your NET ID**. Once your NetID account is created, your ADMNET account will be automatically created. Please visit netid.oakland.edu to set and sync your accounts and passwords. Your department will inform you if you require Banner access. Banner access requires a form with supervisor and data steward approval. Forms are found here: forms.oakland.edu
7. **Obtain necessary room keys.** Make arrangements through your department to obtain keys (building, filing, desk, etc.). Then, **pick up Z-4 Classroom key at 202 Kresge Library**, 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 7:30 a.m.-8 p.m. | Friday 7:30 a.m.-6 p.m. | Saturday 8 a.m.-5 p.m. | For questions, call 248-370-2461 or email csits@oakland.edu.

Pre-Orientation Workshops Day

We continued to offer a Pre-Orientation Day of workshops and sessions in early August to allow time for new faculty to learn and implement some important aspects of teaching and learning. Based on faculty feedback, new faculty appreciate having this training and support earlier in the month so they have time to develop their syllabus and implement some key concepts for online learning. This year 26 faculty attending the Pre-Orientation sessions. Since this is offered prior to the beginning of the contract year, and we realize that some new faculty have not yet moved to the area, we record the sessions and offer additional resource links for them to easily access.

The Center for Excellence in Teaching and Learning invites you to

Getting Started at Oakland University

Pre-Orientation Workshops for New Faculty

Wednesday, August 3, 2016
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 wwwp.oakland.edu/cetl/new-faculty and click on the Pre-Orientation Workshops tab

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.

The following are the ratings from the Pre-Orientation Survey.

Question	Mean rating- 5 highest
Overall Pre-Orientation Workshops	4.57
Teaching and Learning	4.67
Developing Syllabus	4.67
Moodle	4.50
Technology in the Classroom	4.33

Overall comments included:

“I enjoyed this training and getting to know other new faculty at OU. I also enjoyed Judy’s presentation style and found her information relevant to my needs at this time. Thank you for this training.”

“It was great to discuss this material weeks before classes start to allow us time to incorporate the learnings into the upcoming semester.”

“I appreciate the opportunity to get to know other new faculty. I don’t know anyone in this state other than the people that I met from my department and my landlord so making new connections was great. While I did feel slightly overwhelmed, I also felt well supported to be successful as an assistant professor.”

New Faculty Welcome Dinner

One improvement and change that we implemented this year was to move the New Faculty Dinner to Meadow Brook Hall. We felt that this magnificent setting would be a wonderful way to welcome our new faculty and showcase the beauty of the Oakland campus. In addition, we shortened the program (based on feedback) and simply had our dinner and introduced each new faculty member. We did not provide any training in the evening and moved all the sessions to the following day. Each faculty member had a picture taken with the president and provost as their dean introduced them. We also took a group picture. Each faculty member received a gift from the Provost’s office and received copies of their individual picture and the group shot.

Oakland University 2016- New Faculty Dinner

Wednesday, August 17th, 2016

5:00 pm – 8:00 pm

Meadow Brook Hall - Christopher Wren Dining Room

5:00-5:30 Registration and socializing

5:30-5:45 Welcome Remarks and Introductions- Judy Ableser &
President George Hynd

5:45-7:15 Dinner served

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

- o College of Arts and Sciences- Dean Kevin Corcoran
- o University Libraries- Dean Stephen Weiter
- o Oakland University- William Beaumont School of Medicine-
Dean Robert Folberg
- o School of Business Administration- Dean Mike Mazzeo
- o School of Education and Human Services- Dean Jon Margerum- Leys
- o School of Engineering and Computer Science- Dean Louay Chamra
- o School of Health Sciences- Dean Kevin Ball
- o School of Nursing- Dean Judy Didion
- o Introduction of New Administrators- Provost Lentini

7:15-7:30 Introductions of Administration- Senior Associate Provost Susan
Awbrey will welcome and introduce Administrators

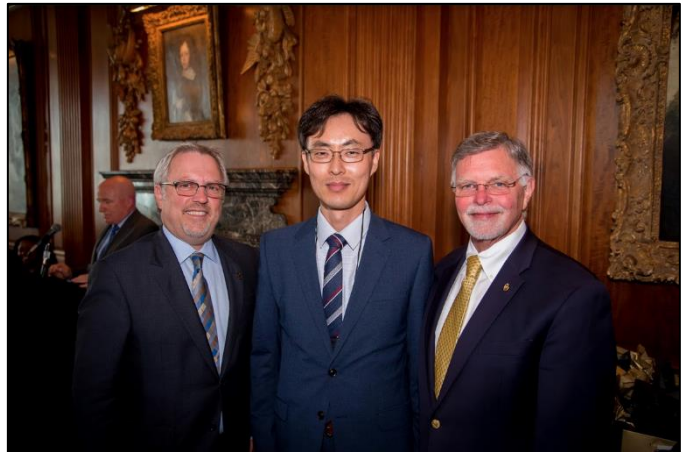
7:30-7:50 Break + Group Picture

7:50-8:00 Wrap-up and Thank you



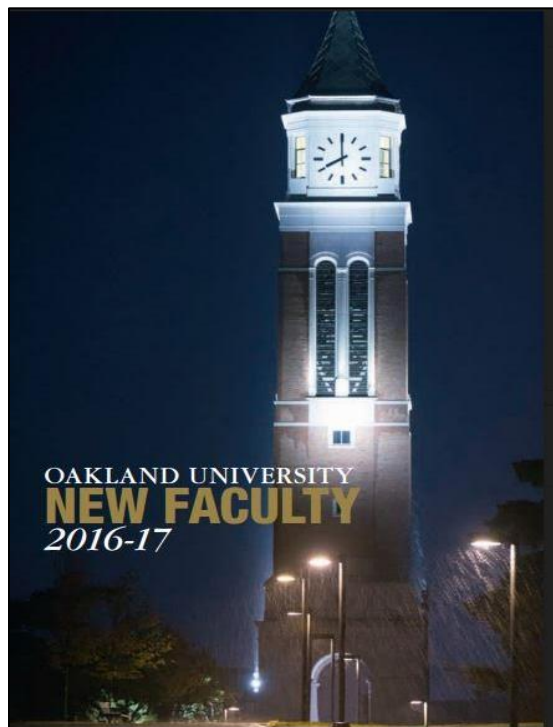
Meadow Brook Hall

New Faculty Welcome Dinner



New Faculty Program

This program includes a picture and brief biography of each new faculty member and is presented to each participant at the dinner.



Welcome TO OUR NEW FACULTY

COLLEGE OF ARTS AND SCIENCES

Maria Smith Bohannon
Peter Gachanja
Christine V. Hampton
Katie Hartsock
Jessica Koppen
Michael Lawlor
Seungae Lee
Susan McCarty
Matthew McLarnon
Anushaya Mohapatra
Robert Mottram
Theodore Pridle
Raquel Prieta
Steffan Puwal
Sang Hoon Rhee
Megan Schoen
Chiaoning Su
Matthew Tucker
Bridget Varughese
Luis Villa Diaz
Colin Wu
Guanda Wu
Ziming Yang
Wei Zhang

KRESGE LIBRARY

Joanna Thielen

OAKLAND UNIVERSITY WILLIAM BEAUMONT

SCHOOL OF MEDICINE

Jickssa Gemechu
James Grogan
Paul Megre
Victoria Roach

SCHOOL OF BUSINESS ADMINISTRATION

Timothy Hodge
Min Jin
Greg Thrasher

SCHOOL OF EDUCATION AND HUMAN SERVICES

Ashley Branson
Danielle Ligocki
Paul Morsink
Tomoko Wakabayashi

SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

Shadi Alawneh
Mehdi Bagherzadeh
Dan DeVescovo
Anyi Liu
James Leidel
Jonathan Maisonneuve
Zhiyun Wu

SCHOOL OF HEALTH SCIENCES

Rosemarie D'Angelo
Caress Dean
Janelle L. Meffin
John Palazzolo
Christina Papadimitriou

SCHOOL OF NURSING

Joanna Hernandez
Cheryl Jusela
Peg Kennedy
Patricia Petroulias

DEANS/AVP

Kevin Arthur Ball
Judy Didion
David A. Stone

New Faculty

COLLEGE OF ARTS AND SCIENCES



MARIA SMITH BOHANNON, M.F.A.
Visiting Assistant Professor of Graphic Design
College of Arts and Sciences

Maria Smith Bohannon received her bachelor's in graphic design with minors in illustration and drawing from the University of Akron and her M.F.A. in graphic design from Kent State University. Bohannon teaches courses including Foundations of Graphic Design, Graphic Design 1 and 2, Typography and Package Design.



PETER GACHANJA, PH.D.
Visiting Professor of Modern Languages
College of Arts and Sciences

Dr. Peter Gachanja earned his doctorate in French at the University of Georgia, Athens in 2014. His areas of expertise include the French language, postcolonial theory, and francophone literature and cinema. A condensed chapter from Dr. Gachanja's ongoing research examining trauma, memory and history in the fiction and cinema of Ousmane Sembene was published in the *French Review* in 2013. Expanding his skills in creative writing, Dr. Gachanja has also completed 12 short stories and a novel. Apart from teaching the French language, culture and literature, Dr. Gachanja looks forward to mentoring undergraduates and sharing his international experience to nurture a well-read, broad-minded and incisive student body.



CHRISTINE V. HAMPTON, PH.D.
Visiting Assistant Professor of Chemistry
College of Arts and Sciences

Dr. Christine V. Hampton earned her doctorate degree in physical chemistry from Michigan State University. Her dissertation research involved nuclear structure physics using gamma-ray spectroscopy from an experiment conducted at the Oak Ridge National Laboratory. Dr. Hampton completed the data analysis of the rotational bands in the products of a fusion-evaporation reaction at the National Superconducting Cyclotron Laboratory at Michigan State University. Prior to her doctorate research, Dr. Hampton worked as a research scientist in mass spectroscopy at the Ford Motor Company Scientific Research Laboratory. Since earning her doctorate, she has taught chemistry as a LEO lecturer in the Department of Natural Sciences at the University of Michigan - Dearborn, and she has also taught astronomy and integrated science for pre-service teachers at Baker College of Owosso.

2016-17

KRESGE LIBRARY



JOANNA THIELEN, M.S.I.
Assistant Professor of University Libraries
Kresge Library

Joanna Thielen earned her bachelor's degree in chemistry from the University of Saint Thomas in 2010. She received her master's degree in chemistry in 2013 and completed a Master of Science in information in 2016, both from the University of Michigan. She specializes in data management, information literacy and library use by STEM students and faculty. While working toward her M.S.I. degree, she had a two-year fellowship based on work in university libraries. She also instructed a graduate-level course on data management and stewardship. At OU, she plans on providing workshops, seminars and consultations on managing research data, as well as continuing to write about her library work completed at the University of Michigan.

OAKLAND UNIVERSITY WILLIAM BEAUMONT SCHOOL OF MEDICINE



JICKSSA GEMECHU, PH.D.
Assistant Professor of Biomedical Sciences
Oakland University William Beaumont School of Medicine

Dr. Jickssa Gemechu earned his doctorate degree in neuroscience from the University of Verona in 2013. He is also an expert in anatomy. He taught anatomy to medical students in Ethiopia and conducted research at Wayne State University. He also looked into neuroinflammation in aging brains at the University of Verona. Currently he is interested in medical education research.



JAMES GROGAN, PH.D.
Professor of Biomedical Sciences
Oakland University William Beaumont School of Medicine

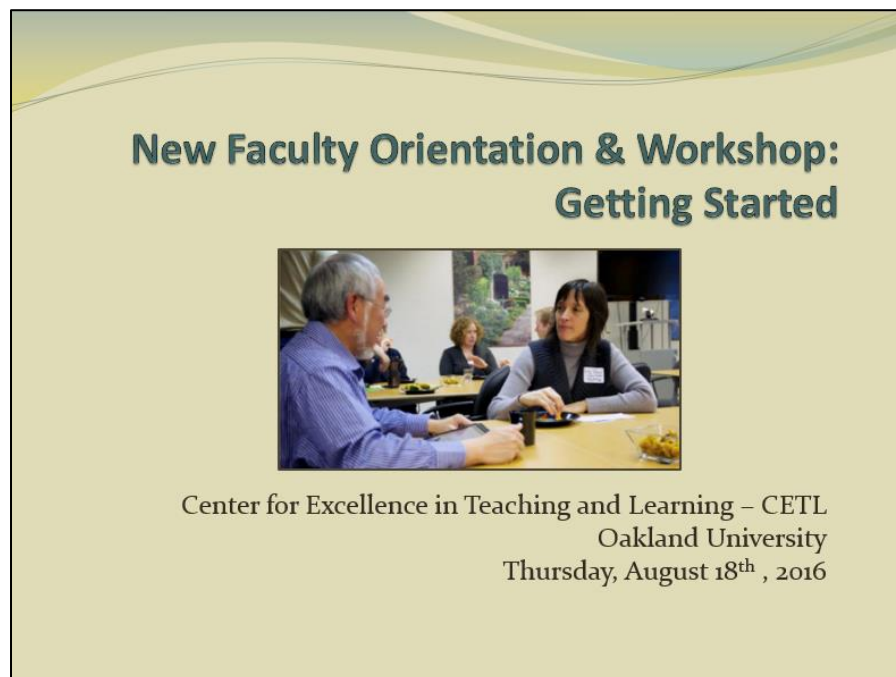
Dr. James Grogan earned his bachelor's degree in biology from Bard College in 1983. He completed his doctorate degree in biochemistry and molecular biology at the University of California, Santa Barbara in 1990. His specialties include protein biochemistry and medical education. He completed a fellowship at the National Cancer Institute in 1995 and has since been active in health care education, developing courses and programs. He has published 21 articles in peer-reviewed journals. He looks forward to helping students succeed and being active in community engagement. In his spare time, he enjoys skiing and table tennis.

New Faculty Orientation

Our full day Orientation for New Full-Time Faculty was held on Thursday, August 18 with 44 attending. The purpose of the day was to provide them with a overview of Oakland University and the resources and supports available to help them with their transition to OU. The outcomes for the day include:

1. Describe who are students are and what student support services are available
2. Describe General Education at OU
3. Learn how to navigate the Registrar system
4. Outline steps in the tenure process and AAUP
5. Describe tips that have helped other faculty transition into OU and earn tenure
6. List faculty resources including CETL, e-Learning, instructional technology, library
7. Outline the programs and services that CETL provides to support faculty
8. Understand campus security and emergency preparedness
9. Connect with other new faculty
10. Feel ready to start your first semester at OU

The day included opportunities for the new faculty to get to network with each other, hear from administration and support services, have a tour of the campus and review important information. We provide them with some gifts, the Faculty Handbook and a Social Guide of Metro Detroit.



Oakland University
New Faculty Orientation

Thursday, August 18, 2016 8:30 am -5:30 pm

Gold Rooms (located in the Oakland Center)

- 8:30-9:00 Registration and Buffet Breakfast
- 9:00-9:30 Welcome, Handbook and Activity- Judy Ableser
- 9:30-10:00 Who are our Students? – Judy Ableser
- 10:00-10:30 Overview of Student Services – Nancy Schmitz, Dean of Students &
Mike Wadsworth, Assistant Dean
- 10:30-10:45 General Education- Fritz McDonald
- 10:45-11:00 Break
- 11:00-11:45 Registrar- Steve Shablin & Paul Battle
- 11:45-12:15 Tenure, OU & AAUP Faculty Agreement and Shared
Governance- Kenneth Mitton & Scott Barns
- 12:15-12:30 Break/ Register of SOM
- 12:30-1:30 Lunch
- 1:00- 1:30 Tenure Panel with lunch- Assistant Prof.- Amanda Nichols-Hess
Associate Prof.-Keith Williams
Full Wise Prof- Jay Meehan
- 1:30-2:00 Research- V.P. David Stone, Alex Delavan & Rebecca Sandborg
- 2:00-2:30 Academic Human Resources- Assoc. Provost- Michelle Piskulich
- 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
- 4:30-5:15 Emergency Preparedness- Chief Mark Gordon
- 5:15-5:30 Wrap-Up and Debrief and Travel Grant Draw- Judy Ableser

Faculty Handbook

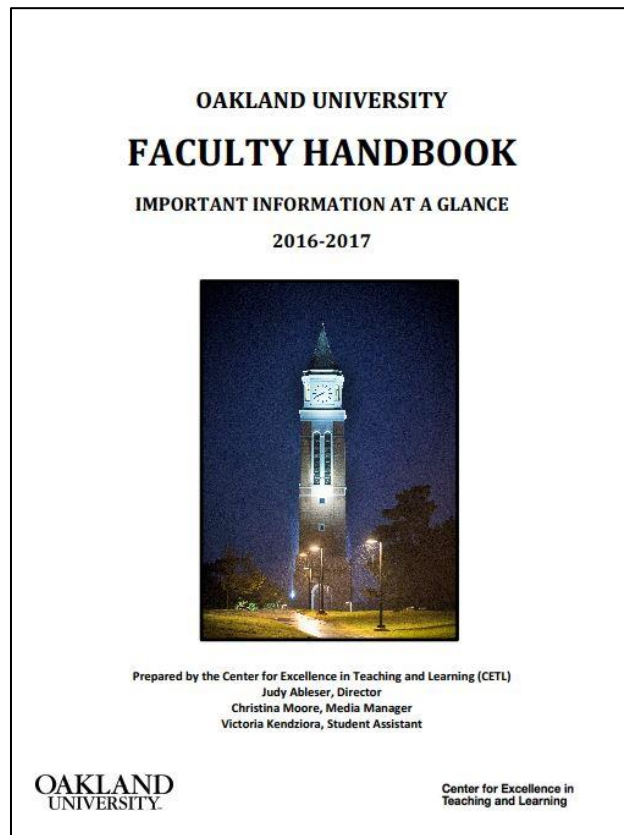


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Social Guide



Downtown Detroit



Comerica Park – Tigers Baseball

Oakland University's 2016 Social Guide for New Faculty (and Not-So-New Faculty)



Oakland University
Bear Lake



Saturday Morning at the
Eastern Market

Prepared by: Jeff Chapman, Erin Meyers, Rebecca Mercado Thornton, Judy Ableser,
Christina Moore, Victoria Kendziora and OU Faculty

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OFF-CAMPUS SOCIAL CONNECTIONS FAVORITE LOCAL COMMUNITIES TO EXPLORE

Rochester

Rochester is small, but comfortable and relaxed. Downtown Rochester, four miles directly east of the OU campus, offers an array of excellent eateries, from bakeries (Home Bakery's cakes, Give Thanks' bread, Holy Cannoli's...well...cannolis) to restaurants (Kruse and Muer, the Meeting House, and O'Connor's pub) and nightlife (Fickstone wine bar, next door to Main Street Billiards). The city's outdoor activities revolve around the scenic Paint Creek Trail, a 9-mile recreational path from downtown Rochester to Lake Orion.

Royal Oak

Royal Oak is the bustling, hip urban scene packed with cultural stops, from a cup of tea at Goldfish Tea and an indie movie at the Main Art Theatre to cozy bars and music theaters. It's people-watching central with plenty of outdoor seating available. Visit Metro Detroiters' most-loved boutiques, such as Leon and Lulu or Pitaya.

Ferndale

Downtown Ferndale lines up local music venues on the east side of Woodward (New Way Bar, the Magic Bag, the Loving Touch), which are surrounded by some of the best hip yet humble food stops, such as the Emory, Imperial, Flytrap, and One-Eyed Betty.

Birmingham

A tiny, affluent community just north of Ferndale, the downtown area packs in a variety of food, nightlife, and shopping experiences. It is the downtown shopping experience, featuring high-end boutiques, specialty shops and everything cutesy. "Old Woodward" features a park and beloved restaurants such as Scallopini's and Luxe.

Ann Arbor

University of Michigan's college town is an hour drive from Oakland University. It's the city with so much to love: frequent art fairs, phenomenal food stops like Zingerman's, dozens of book stores, and diverse musical acts. It is one of Detroit's main cultural hubs, making it difficult to sum up tidily.

Windsor, Ontario Canada

Less than an hour away. Multicultural community. Great Chinese, Middle Eastern and Italian food and markets. Lovely sculpture garden walk by the river. Bring your passports!



OU 2 - Metro Detroit area, with OU pin (Google Maps)

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GROCERIES/SPECIALTY & ETHNIC MARKETS

Trader Joe's 3044 Walton Blvd, Rochester Hills

www.traderjoes.com

"Just across the street from the campus. Great shopping, fresh, frozen and organic. Famous for their 2 Buck Chuck wine" (Judy Ableser - CETL)

Whole Foods 2918 East Walton Boulevard, Rochester Hills

www.wholefoodsmarket.com/stores/rochesterhills

Full service, all-natural and organic grocery store.

Papa Joe's 6900 N Rochester Rd, Rochester Hills

www.papajoesmarket.com/index.php

Gourmet market offering a wide variety of unique gourmet products, fresh produce, and full catering services.

Eastern Market 2934 Russell St, Detroit

www.detroiteasternmarket.com

A Detroit institution open every Saturday. Huge fruit and veggie market with interesting people watching. Go early for parking.

Sugar Kisses 2688 Coolidge Hwy, Berkley

www.sugarkisseshbakery.com

Vegan and gluten-free bakery.

Rochester Farmers Market corner of East Third and Water St, Rochester

www.downtownrochestermi.com/events/farmers-market/

Open every Saturday from May-October.

Royal Oak Farmers Market 316 East 11 Mile, Royal Oak

www.ci.royal-oak.mi.us/portal/community-links/farmers-market

Excellent farmers market with lots of local produce and sundry. Open every Saturday year round (and also Fridays from May-Christmas).

The Western Market 447 W 9 Mile Rd, Ferndale

www.westernmarket.net/

"Great local market with plenty of basic supplies, an excellent deli and beer selection, great nursery, and lots of local-raised and organic goods" (Hunter Vaughn, Cinema Studies)

Ye Olde Butcher Shoppe 3100 Woodward Ave, Detroit

www.yeoldebutchershoppe.com/

Fine groceries in Detroit

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Feedback on New Faculty Orientation

Please rate these general aspects of the Dinner and Orientation. (Overall value of events)	Please rate these general aspects of the Orientation. (Welcoming nature, helpful to my transition to OU)	Please rate these general aspects of the Dinner and Orientation. (Informative, providing a comprehensive overview of supports and services at OU)	Please rate these general aspects of the Dinner and Orientation. (Opportunity to meet and network with colleagues and administration)	Did you attend the Pre-Orientation Workshops held on August 3?	Please rate these specific aspects of the Dinner and Orientation. (Value of Welcome Dinner)
4.6	5	4.7	5		5

Please rate these general aspects of the Dinner and Orientation. (Value of Orientation)	Please rate these general aspects of the Dinner and Orientation. (Food and services)	Please rate these general aspects of the Dinner and Orientation. (Location)	Please rate these general aspects of the Dinner and Orientation. (Handbooks and documents)	Please rate these general aspects of the Dinner and Orientation. (Gifts and gift bags)	I found the New Faculty webpage on the CETL website to be helpful.
4.5	4.7	5	4.9	4.9	4.4

Comments included:

- “The dinner was astounding! Warm and welcoming. The orientation was valuable but so much to take in at once. I appreciate the built-in breaks but it was still a very long day and I think many of us started to get overloaded at one point.”
- “Both the pre-orientation and the main orientations are so helpful.”
- “Lots of information about helpful teaching resources.”
- “I found the ... presentations to be helpful. I especially appreciated being able to hear from the tenure panel with lunch. It made me feel more confident in my ability to make tenure.”
- “Very welcoming and informative”
- “Extremely well planned and organized.”

Recommendations for future Orientations included:

- “Within the tight time constraints (and the finite stamina of the attendees), I thought you did your best to build in opportunities for attendees to be active learnings and initiate interest and curiosity-driven conversations.”
- “Some of the sessions were repetitive from the Pre-Orientation. While some repetition is helpful, I wonder if giving those who attended the Pre-Orientation the option to do some experiential activities during that time might be helpful... I would like to have time to walk over to my class...”
- “Scheduling will always be a challenge but it would be better if orientation day was broken up.”

New Part-Time Faculty Orientation

For the past four years, CETL has been offering a Part-Time New Faculty Orientation to ensure that these instructors develop a connection to OU and learn the important aspects, policies and procedures for teaching and supporting students. We offer this Orientation in the evening to accommodate our part-time faculty.

The feedback from the Part-Time Orientation ranged from 3.1 to 4 (5 being the highest). These ratings were lower than in past years and we are not quite sure why, as we provided the same content and format. One possible explanation could be due to a formatting issue with filling out surveys on their phone. One faculty member indicated the following: “I rated all the areas the highest on my phone. I can only see 1-3 not 1-5.” If that was the case for some using their phones, that could explain the difference between why some ratings were in the 4-5 range for those using computers and others who used their phones scored lower.

Part-Time Orientation Feedback: Mean Scores (5 is the highest)

Please rate these general aspects of the Orientation. (Overall value of orientation)	Please rate these general aspects of the Orientation. (Welcoming nature, helpful to my transition to OU)	Please rate these general aspects of the Orientation. (Opportunity to meet and network with colleagues and administration)	Please rate these general aspects of the Orientation. (Handbooks and handouts)	Please rate these general aspects of the Orientation. (Location, room layout, food service)	Please rate these general aspects of the Orientation. (CETL welcome bag)
3.1	4	3.1	3.8	4	3.2

Please rate these general aspects of the Orientation. (Interactive segment on teaching and learning, planning first day)	Please rate these general aspects of the Orientation. (Student support services)	Please rate these general aspects of the Orientation. (e-Learning, Library, Classroom Tech)	Please rate these general aspects of the Orientation. (Overview of CETL)	Please rate these general aspects of the Orientation. (Emergency Preparedness)
3.3	4	4	3.5	3.5

Additional comments included:

- “Overall I thought it was well-organized”
- “I have taught part-time at other educational institutions and Oakland is by far the most professional regarding inclusion, orientation, and welcoming of part-time faculty....”
- “Very pleased with the orientation.... I am looking forward to attending future workshop and expand my teaching style.”
- “Providing the fall programs and events was an excellent idea”
- “A special thanks to all who provide information”
- “Basically standard stuff.”
- “I think 3 hours instead of 4 would have been better”
- “Make it shorter and more concise.”

OAKLAND UNIVERSITY

Part Time New Faculty Workshop

Monday, August 22, 2016
5:00-9:00 p.m.
CETL Learning Studio- 200A Elliott Hall

5:00-5:30 Registration and Dinner

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- Nancy Schmitz, Dean of Students &
Mike Wadsworth, Assistant Dean

6:45-7:30 Faculty Support

- Instructional Technology- Susan Hartman & Matt Brockington
- E-Learning – Nic Bongers
- Library- Dominique Daniel

7:30-7:45 Break

7:45- 8:15 Learning the Ropes- Registrar- Steve Shablin

8:15-8:30 CETL- Judy Ableser

8:30-8:45 Emergency Preparedness - OU PD- Chief Mark Gordon

8:45-9:00 Wrap-Up

New Full-Time Faculty Breakfast

Each year in March we invite the new full-time faculty to get together to reflect on their first year at OU and share their successes and challenges. This year 23 new faculty attending plus deans and administrators on Wednesday, March 29.

The following comments and reflections were shared:

What have been some of your highlights in your first year at Oakland University as a full-time faculty member?

- This university provides great learning enrichment. Starting from my dept. to administrative people all being helpful.
- CETL, redesigning the course I am teaching NRS280
- Colleagues, students, curriculum, sense of community
- Department support and the vast resources available for our success
- Excellent energy, spirit of collaboration
- Great collaboration with the school of business students behave well
- The biggest highlight has been the support of all my colleagues. They have helped me and guided me through my 1st year.
- Got my first publication, Abstracts being accepted, socializing/advising/counseling students, sense of community

What have been some of your challenges?

- Transition from postdoc to assistant professor
- Peer evaluation, learning how to handle students who plagiarize
- Being “new” again
- Time management and to plan ahead!
- Too many acronyms – What is the advantage? Please use short descriptive names instead
- Weather of Michigan, lost voice in the first week of winter
- One of the biggest challenges has been managing my time and learning to say no; we have to set aside a time for research. Other challenge has been working with two different dept.
- Getting it right the first time, argumentative students



Do you feel that you received support to help with your transition into being a full-time faculty member at OU? If so, please describe what support and from whom.

- CETL, my dean
- Department, CETL, E-LIS
- Yes! Department chair, CETL, office of research staff, other department staff
- Generally yes, esp. awesome E-L and ITS!
- Excellent on-boarding, great welcoming community
- Yes. Research support; travel grant
- Definitely, my colleagues and the CAS deans mostly.
- Yes, faculty provided me their resources and were available via email/phone

What additional supports do you feel could be offered at OU that are not currently available?

- Not sure
- More faculty sharing their research ideas (maybe a symposium) to establish collaborating
- More meetings should have call-in (tel) or online options to participate in as a regular expectation/allowance rather than F2F, more collaboration among faculty across campus needs to happen that's supported/instigated by deans (not just faculty). The campus doesn't seem to communicate very well and so lots of duplication effort happens across units, OU/ Pontiac Initiative- wish it were more integrated w/ faculty across campus
- List of acronyms – If we must, a real map on cardstock to carry
- They should emphasize the Moodle workshop at the beginning; how to create the gradebook etc.
- Review/advising annual report

TEACHING GRANTS

The focus of this year's Teaching Grants continued to center on enhancing student success and the scholarship of teaching and learning. The rubric and call for grants were similar to last year's. The grant stipend remains at \$3,000 (\$1,000 being awarded at the time of the award, and the remaining \$2,000 awarded once the final report is submitted the following year).

One main change that we included this year, was to promote "team" applications where two faculty could work together collaboratively on a project. This was in part due to encouraging faculty who were involved in the Gateways to Completion (G2C) project to submit a grant. The G2C requires significant time and commitment to redesign a course and we felt it was important to make participating faculty eligible to receive some incentive and reward for this work.

This year we awarded five Teaching Grants (totally \$15,000) out of 15 submitted. The awardees for 2016-2017 include:

- Sarah Hosch, Adjunct Assistant Professor (Biology, CAS)
- Jonathan Yates, Special Instructor (Biology, CAS)
- Joanna Hernandez, Assistant Professor (Nursing)
- Caress Dean, Assistant Professor (Health Sciences)
- Jennifer Heisler, Associate Professor (Communication & Journalism, CAS)

Sarah and Jonathan submitted a collaborative application for their G2C project aimed at BIO 101/1200. Both Joanna and Caress are first-year new faculty.

The following faculty were awarded the grants in 2015-2016.

- Tanya Christ, Associate Professor (Reading & Language 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)

Examples from grants on service learning and team based learning are summarized below. The following is from Jess Tess-Navarro's final report on her grant focusing on service learning:

"This teaching grant was awarded to the applicant for a proposal to redesign the currently required first year writing and rhetoric course, WRT 150, as a service learning experience where students were to create authentic deliverables in the form of social media campaigns for nonprofit partners as real life audiences, with the intended outcome of increasing student motivation, engagement, and transfer of learning as indicators of student success. Indicators of student success such as retention, motivation and engagement, and transfer of learning have all been identified as

problems in first year writing classrooms, as well as campuses within the first year experience overall....

These results are consistent with research on culturally responsive teaching practices that successfully enhance the motivation of adult learners. According to Wlodkowski (2008) characteristics of a motivating instructor include creating a safe, inclusive, and respectful learning environment; engaging the motivation of all learners; and relating course content to the social concerns of learners and broader concerns of society (pg. 87-94). Additionally, adult learners are more likely than children to use relevance as the ultimate criteria for sustaining their interest in learning course content (pg. 99). All data collection methods provide strong evidence that the service-learning WRT 150 course provided students in all three sections with these motivational characteristics.

While higher student attendance and final grades is one indicator of increased student motivation and engagement, survey responses and comments made in the critical reflections were most indicative that students felt the instructor/researcher provided these features in the service-learning WRT 150 course. Statements 1-14 of the survey intended to gain insight into student opinions on the inclusivity and support of the learning environment in general and specific to the instructor and peers. Statements 15-24 of the survey intended to gain insight into student opinions on how the course felt relevant to their present and future lives and goals. The fact that a majority of students rated these statements with “completely agree” or “strongly agree” for almost all statements across the three sections of WRT 150 is a strong indicator that students felt the needed characteristics for sustained motivation mentioned above were consistently present throughout the semester. Remarks made in the final course reflections provide further evidence for this conclusion, especially related to student perceptions of the course’s relevancy to their goals and present/future lives. Triangulation of this data provides strong evidence that introducing service-learning into this general education first-year-writing course greatly enhanced the meaning of course content for OU students....

While there are added logistical challenges of incorporating service-learning into one’s teaching practices, this study supports the secondary research that it is one high-impact practice to increase indicators of student success in general education courses. As the increasing diversity of students with varied needs and challenges enter our college classrooms, it is imperative that higher education institutions continue to study how to address retention during the first year college experience. Added institutional support from staff and administration, like this teaching grant, could greatly enable faculty to provide deeply meaningful learning experiences to students at this critical time of their higher education career until graduation.”

Rachel Smydra’s grant centered on Team Based Learning. The following are excerpts from her final report:

“The Center for Teaching and Learning graciously awarded me a grant to explore the effects of adding Team Based Learning (TBL) to English 200: *Making Literary Connections*; however,

I cancelled the course due to low enrollment and thus changed the focus of my initial proposal from Oakland University students to 16 students at Grace Centers of Hope in Pontiac, Michigan. The objectives of redesigning the course taught at Grace Centers of Hope with TBL including the following: optimize class time; create an open and interactive environment; stimulate collaborative learning; foster greater student accountability; and construct opportunities for knowledge transformations....

To implement TBL into the course at Grace, working with an OU English Department student intern and the Grace educational director, we chose four short stories to facilitate discussions about literary elements and themes. We also selected materials for students to preview prior to the in-class meetings. To employ in-class individual (IRAT) and team (TRAT) assurance readiness testing, we proceeded to build modules with questions designated to test preparedness, comprehension, and retention of regarding the short story and class focus. To complete the modules, we developed learning application questions for students to show what they learned after completing both individual and team readiness testing. Retaining the same groups throughout the duration of the course, we conducted each meeting in similar fashion to eliminate any variables:

- 1). Students complete IRAT (10 questions)
- 2). Students in groups complete TRAT (10 questions)
- 3). Students complete learning application questions (6 questions)
- 4). Large group discussion
- 5). Distribute pre-reading materials for the following week...

Even though most students state their dislike of working in groups, especially static group formations, the outcomes at Grace show the benefits of small group interaction and consistency across the curriculum that the TBL strategy requires. Overall, the outcomes of adding TBL into a literature course shows that it can be a viable strategy for bridging the gap between students learning the material and applying that knowledge. Grace students exited the experience with improved skills in acknowledging the connections between each unit's literary terms and the short story itself and the universal applications of that knowledge. The course outcomes of the TBL implementation of TBL support the following attributes of the strategy: optimization of class time; open and Interactive environment ; collaborative learning; student accountability: course/peer evaluation...

Based on the initial outcomes of this course redesign, I can conclude that adding TBL offers significant improvements in many aspects of classroom management and some benefits in student learning outcomes; however, I will need to explore further between the data and the nuances of the available scholarship to disseminate concrete values. Therefore, I will continue my research with TBL in the following manner: draft a scholarly article that focus on TBL and marginalized students (on and off campus); continue improving TBL materials for a 2018 session of the Grace course; and, construct plans to implement the strategy into English 200 for use when it is offered again.

With further analysis of my data, I plan to use the Grace students as a case example to show the benefits of adding TBL in working with marginalized students on and off campus. Since the student population on most campuses does reflect a percentage of homeless or displayed students, identifying specific numbers proves difficult. Many of these at-risk students face difficult challenges in regards to gaining access to educational opportunities much less succeeding in the academic arena; first year students share some of these same characterizations. Thus, TBL may help improve self-efficacy and create pathways to success, whether it is in working with at-risk college students or participants in community outreach/service learning. Presently, scholarship focuses on the resiliency model but TBL and other active learning strategies may present other opportunities for skill development in the following areas: interactive and collaborative learning, accountability, and knowledge transformation.”

LILLY CONFERENCE

This year CETL sponsored 20 faculty to attend the Lilly Conference in Traverse City on October 20-22. We had more than 36 travel grant applications, selected 18 and held a raffle at the New Faculty Orientation for two new faculty to attend. Ten of the selected awardees presented at the conference. Each travel grant is worth over \$1,200 and covers the full cost of registration, hotel and transportation. The total amount granted was approximately \$24,000. In addition to attending the conference, CETL organized a reception and a dinner for all OU faculty to network with each other. An additional five faculty from OU attended the conference and received a 10% discount on their registration.

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	Downtown Traverse City, MI October 20-22, 2016
Lilly Conference Proposals Due May 26 Visit lillyconferences-mi.com	CETL Travel Grant Application Due June 3 Visit oakland.edu/cetl/resources
Travel Grant Application found at oakland.edu/cetl/resources	
Call for Travel Grant Applications CETL is pleased to sponsor grants to attend the Lilly North Conference in Traverse City, MI October 20–October 22. 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 conference presentation proposals is now open until May 26. The theme is Evidence-Based Teaching and Learning. Submit proposals to http://lillyconferences-mi.com	
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 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.	



2016 Lilly Travel Grant Awardees

Name	School	Department	Rank
Christine Abbott *	SEHS	Organizational Leadership	Special Lecturer
Judy Ableser *	Academic Affairs	CETL	Director
Susan Awbrey	Academic Affairs	Provost Office	Sr. Assoc. Provost
Brian Dean	SECS	Electrical & Computer Engineering	Asst. Prof.
Jill McKay Chrobak *	CAS	Writing & Rhetoric	Visiting Asst. Prof.
Laura Dinsmoor	SECS	Computer Science & Engineering	Special Instructor
Amanda Nichols Hess *	University Libraries	ELearning Instructional Technology & Education Librarian	Asst. Prof.
Catherine Jostock *	CAS	Communication & Journalism	Special Lecturer
Cheryl Jusela	SON	Nursing	Asst. Prof.
Serena Kuang *	OUWB SOM	Biomedical Sciences – OUWB	Asst. Prof.
Sarah Lerchenfeld	OUWB SOM	Biomedical Sciences - OUWB	Asst. Prof.
Jandelle Mesfin	SHS	Wellness, Health Promotion & Injury Prevention	Visiting Asst. Prof.
Renee Mirovsky	SON	Nursing	Full-time Adjunct
Christina Moore *	CETL & CAS	CETL and Writing & Rhetoric	Media Manager (CETL) & Special Lecturer (WRT)
Jess Tess-Navarro *	CAS	Writing & Rhetoric	Special Lecturer
Lauren Rinke *	CAS	Writing & Rhetoric	Special Lecturer
Amy Rutledge	SBA	Management Information Systems	Special Instructor
Carolyn Wells *	SEHS	Organizational Leadership	Assoc. Prof.
Megan Widman	CAS	Social Work	Special Lecturer
Keith Williams	CAS	Psychology	Assoc. Prof.

** indicates they presented at the conference*



Lilly Awardees at the OU dinner outing

PROVOST'S INITIATIVE ON EVIDENCE OF TEACHING EFFECTIVENESS

The Provost's Evidence of Teaching Effectiveness Initiative at Oakland University was created to explore and examine best research-based practices for the evaluation of teaching (formative and summative). Formative evaluation provides information for ongoing growth and improvement for faculty. Summative data can be used for decision-making purposes such as tenure and promotion, reappointment, and other personnel decisions. The goals of this long term project are to:

Task Force 1 – Redesign “Course Evaluation” Develop recommendations using research-based practices in designing and implementing “End-of-Course Student Feedback Surveys” (currently referred to most frequently as “Course Evaluations”).

Task Force 2 – Design Other Measurements for Teaching Effectiveness Develop recommendations for the use of multiple measures and triangulation of other evidence to teaching effectiveness for formative and summative evaluation.

The Provost requested that we begin by revising the “course evaluations” (Task Force 1) and then when this is well underway, we will add the second task force to explore the triangulation of evidence by including additional types of evidence of teaching effectiveness.

Currently at Oakland University, each unit has their own survey form and own method of distribution, analysis and dissemination of results. The Provost would like us develop recommendations based on best practices for revising the surveys.

The following summarizes what we are currently using at OU.

- 50% are called “course evaluations,” the remainder use different names for the surveys
- More than 25 different surveys asking different questions and in different ways
- Most have a combination of ratings and comments; a few departments have only comments
- Most have 1-5 ratings with 5 being the top, a few units have 1 as the top rating
- Varying methods: paper-pencil, Scantron, four different online systems
- How the information is disseminated, viewed and used ranges greatly
- Significant range in other evidence being used to assess teaching
- 50% of Chairs are not fully satisfied with their feedback survey

TASK FORCE 1 met biweekly throughout the 2016-2017 academic year. The task force team was selected based on nominations and recommendations from each dean. It is comprised of faculty from each school and college, staff and a student representative and co-chaired by Judy Ableser (CETL Director) and Susan Awbrey (Senior Associate Provost). The group met 16 times as a large group and during the winter held numerous smaller team meetings.

The following are the members on Task Force 1:

- Judith Ableser, Director, CETL
- Susan Awbrey, Senior Associate Provost, Office of the Provost
- Felicia Chong, Assistant Professor, CAS, Writing & Rhetoric
- Heidi Lyons, Associate Professor, CAS, Sociology
- Albert Meehan, Associate Professor, CAS, Sociology
- Darrell Schmidt, Professor, CAS, Mathematics
- Keith Williams, Associate Professor, CAS, Psychology
- Anica Bowe, Assistant Professor, SEHS, Teacher Development
- Jennifer Matthews, Assistant Professor, SEHS, Counseling
- John McEneaney, Professor, Chair, SEHS, Reading & Language Arts
- Addington Coppin, Professor, SBA, Economics
- Amy Rutledge, Special Instructor, SBA, Management Information Systems
- Darrin Hanna, Associate Professor, SECS, Electrical Computer Engineering
- Beth (Qian) Zou, Associate Dean, SECS, Computer Science & Engineering
- Karen Dunn, Associate Professor, School of Nursing
- Deana Hays, Director, School of Nursing
- Sara Arena, Assistant Professor, SEHS
- Kristin Landis-Piwowar, Associate Professor, SEHS
- John Coughlin, Senior Systems Analyst, e-Learning & Instructional Support
- Shaun Moore, Director, e-Learning & Instructional Support
- Reuben Ternes, Assistant Director, Institutional Research
- Jessica Walukonis, Student Representative, OU Student Congress

The following outlines the accomplishments prior to the formation of the Task Force 1 and the work of the Task Force 1 during this past year:

- Meetings with Provost, Senior Associate Provost and Director CETL (*2014-ongoing*)
- Review of literature and collected information and samples from a wide range of other institutions created extensive reference list.
- Faculty Focus Group (*Winter 2016*) – Group was unaware of the broad range of surveys and ways in which they were being used across campus. The group supported moving forward to redesign how we assess teaching effectiveness at OU.
- Chair Survey (*Summer 2016*)
- Task Force 1 met twice a month (*Fall 2016-Winter 2017, Summer 1*)
- CETL workshops (*Fall 2016*)
- Chair Forum, Student Forum (*Fall 2016*)
- CETL Quick Notes and resources on web (*Fall 2016*)
- Explaining Initiative to committees (Deans' Council, Academic Council, Chairs, TLC)
- Team held open conversation with Provost
- Worked in teams to determine potential list of core questions (*Winter 2017*)
- Whole group discussion and selection of potential survey core questions (*Winter 2017*)

The following are the areas of discussion and potential recommendations from Task Force 1 during this past year. These potential recommendations will be a starting point of discussion with the larger OU community. Final recommendations will only be put forth to the Provost in the future following conversations and communication with OU stakeholders.

1. Name of survey for OU – tentative “End-of-Course Student Feedback” (ESF) survey.

Currently “course evaluation” is the most common term used at OU. Best-practice research indicates that these surveys can provide important information to faculty about their course and their instruction, but that students are not in a position to evaluate faculty; rather they provide feedback. These surveys reflect student satisfaction and student perceptions. As previously stated, these surveys must be triangulated with other types of evidence to provide a robust description of the effectiveness of teaching. In addition, the surveys do not only focus on the course, but include questions pertaining to the effectiveness of the instructor.)

2. Create a survey that includes both campus-wide core questions and additional questions customized by schools, departments, individual faculty and online.

Currently there are no core or standard questions asked in the OU student surveys. The Provost would like to see some common questions. In reviewing the research and in exploring surveys from other institutions, many have a combination of “core” and customizable questions. The Task Force believes it is important for the units to have the ability to customize and add questions based

on their unique needs and program learning outcomes. We also agree that there can be some questions common that address overarching principles of effective instruction.

3. Design survey to include both “rating” questions and open-ended comments.

Most of OU’s surveys and national student surveys include a combination of rated questions and open ended questions. The Task Force supports such a combination, as it provides both quantitative and qualitative data that can be used for formative and summative evaluation of teaching. The comments that students provide can offer helpful information to faculty to have a better understanding of what students perceive as effective and concerns they have. These comments also provide further details to the rated questions. The Task Force sees benefit in rated questions, however, cautions that they should not be not misused by administration to make summative decisions based on any one rated question or without the triangulation of other types of evidence. The recommendation would be that these questions be analyzed in context with additional comments and other types of evidence. There are a few units at OU who currently only use open-ended questions. At this point, based on their input, they do not support the potential recommendation of using any rating scales.

4. Design survey to include campus-wide questions about instructor/instruction and course plus format (e.g. online) and student demographics.

The core questions focus on items relating to the instructor/instruction and the course itself. The Task Force would also like to include questions relating to student demographics. In addition, there will be some questions for fully online courses.

5. As of end of year 1, tentative list of 12 core rated questions, eight instructor/instruction questions and four course-related questions, plus three open-ended comment questions.

The Task Force reviewed all current OU surveys, surveys from other institutions, research and literature on best practice for ESF surveys prior to selecting potential core questions. During the winter, the Task Force divided up in five teams to develop a list of questions relating to the instructor, the instruction, the course, demographics and online questions. Each team provided a list of approximately 10 questions for their category. Teams then met as a large group to review and discuss each of them. The Task Force determined that they could combine the instructor and instruction category. At this point, they focused their discussion on the questions relating to the instructor and the course. These

questions will be further refined over the next year by sharing them in focus groups with students and faculty and conducting some pilot testing.

6. Set consistent “rating” scale – 1-5 with 5 being the highest/top rating.

Most units use a rating scale for some of the questions, the majority use a 5-point scale with 5 being the strongest score. However, some units have 1 as the top score. This makes it confusing when administrators or committees are trying to interpret the results. It also makes it confusing for students who often complete surveys from different courses with different rating scales.

7. Online Survey System – Distribute, analyze and review ESF surveys online.

The majority of universities have moved to, or are in the process of migrating to, online student surveys. The benefits of this format are that it can easily and efficiently analyze the data and is cost effective (does not require staff resource to type up comments, analyze and disseminate).

8. Create an action plan of strategies to increase online response rates.

One of the main concerns of using online surveys is that there is a significantly lower response rate than when using in-class surveys. There is, however, a growing body of best practice research that provides effective ways to increase online response rates. These may include the following:

- Create a campus-wide marketing and communication plan to remind students to complete survey.
- Have faculty and campus community provide a rationale to students of why it is important to complete the survey and how it will be used (and ways in which it will not be used). Have faculty discuss with students ways in which this feedback has helped them and changes they have made based on such feedback.
- For traditional face-to-face courses, continue to provide time in class to complete the survey, but it is to be completed on their tablets, smartphones, etc. Students are reminded the week before to bring their devices to class.
- Students are given a 10-day period to complete the survey online.

9. Develop a system that includes a “contextual narrative” where faculty can respond to survey with brief explanation of results (e.g. new method used, switched to online, much larger class size than usual).

A contextual narrative is a brief response that faculty can immediately write into the online system upon reviewing their results. It allows the faculty to have a voice and provide a context and explanation for the results to administrators or

committees who may be viewing this data. It also engages the faculty in personal reflection for growth and improvement. There is considerable, yet conflicting research, suggesting that student ratings can be impacted by race, gender, type of course (e.g. elective or required), level of course and other demographic factors. It is also noted that when a new technique or approach is used, scores can be negatively impacted. The contextual narrative allows the faculty to address these issues.

10. Ongoing discussion and problem solving of opportunities and challenges involving ESF survey.

Throughout this past year, the Task Force engaged in constructive debate and confronted issues in a highly respectful, professional manner. They have undertaken a challenging but important long-term initiative that will take time, patience, open conversation within the team, and more importantly across the campus not only develop the survey itself, but comprehensive recommendations on policies and procedures, and most importantly a shift in the culture toward valuing and recognizing the importance of effective teaching and learning.

Future action plan for the Task Force includes the following:

1. Recommendations for policies and procedures for use of End-of-Course Student Feedback Survey (ESF)
2. Recommendations of should be in “survey,” e.g. core questions, demographic questions, how to customize if per school, department, individual, contextual context, link to banner)
3. Resources required (e.g. staff, committee)
4. “System” requirements (online tool, vendor)
5. Communication plan of introducing and explaining initiative to campus community
6. Pilot testing and focus group comments on survey questions, from students and faculty
7. Determine demographic and online questions
8. Potential issues and challenges to address
9. Timeline for all of this and when to begin Task Force 2

See Appendix E and F for further Task Force information and Quick Note.

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

CHAIR FELLOW

A significant addition to CETL's leadership development was the creation of having a one-year Chair Fellow appointment. The Chair Fellow position supports the coordination of services and resources for chairs/program directors and other leadership training opportunities through the CETL office. Chair Fellows are faculty who have served recently as chairs and can bring their expertise and experience to the role. This Fellow serves in much the same capacity as the Faculty Fellows: the individual receives one course release each term in exchange for approximately eight hours of service a week.

The Chair Fellow works 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 (chairs' manual, recommended guidelines)
- Oversee the Chairs' Corner website
- Provide mentoring support to new chairs/program directors
- Support other initiatives as needed

Albert (Jay) Meehan was selected as the first Chair Fellow for the 2016-2017 academic year. Jay was Chair of Sociology, Anthropology, Social Work and Criminal Justice department in the College of Arts and Sciences from 2006-2016. Jay was a wonderful fit for the first Chair as he was able to shape this new role. He provided mentorship and guidance to both new and seasoned Chairs. His strengths included his interpersonal skills and political savvy to bring people together for important and challenging conversations.

In addition to helping with the Chairs' Retreat and organizing and facilitating fall and winter Chair Forums, Jay communicated effectively through the Chair Updates and Chair Messages. Jay attended the monthly Provost's Chair Meetings and was able to expand on the information shared during the meetings to conversations he had with chairs during consultations and forums and his Chair Messages. His participation and engagement on the CETL Advisory Board and on the Provost's Evidence of Teaching Effectiveness Task Force were examples of your leadership and commitment to university success.

CHAIRS' RETREAT

The 2nd Annual Chairs' Retreat was held on August 15 from 1:30-7:30 p.m. at Meadow Brook Hall. Based on the feedback we received the previous year, we shortened the Retreat and moved it later in August. In addition, we wanted to create a more informal and celebratory atmosphere so we moved it to Meadow Brook and included a time for chairs to socialize over a relaxing dinner. We included some updates and information but spent the majority of the time focusing on opportunities (mentoring) and challenges (dealing with difficult situations) that chairs and program directors confront on a regular basis.

Chairs' Retreat	
Monday, August 15 th - 1:30 pm-7:30 pm	
Meadow Brook Hall	
1:30-1:45	Registration
1:45-2:00	Welcome, Introductions and activity- Resource Guide- Judy Ableser & Provost Jim Lentini
2:00- 2:15	Chair Fellow- Jay Meehan
2:15-2:45	Provosts Teaching Initiative- Judy Ableser & Susan Awbrey
2:45-3:15	Course Scheduling- Registrar- Steve Shablin
3:15-3:30	Break
3:30-4:15	Mentoring Faculty – article and networking- what is done in your department? Judy Ableser & Jay Meehan
4:15-5:30	Dealing with Difficult Situations- group discussion & Administrators' Perspective (Cathy Rush- AHR; Robby Stewart, Associate Dean CAS, Nivedita Mukherji, Associate Dean SBA)
	<ul style="list-style-type: none">• Post tenure- student concerns & lack of engagement• Bully- creates toxic environment• Personal Concerns
5:30-6:00	Break and Garden Walk
6:00-7:30	Dinner
7:15-7:30	Wrap-up - Judy Ableser, Jay Meehan & Senior Associate Provost Susan Awbrey

Feedback on Chairs' Retreat

Overall, the chairs seemed to value the Retreat. Chairs seemed to most appreciate the opportunity to network and interact with other chairs in an informal setting. Some seemed to enjoy that a dinner was provided, while others may have preferred a session that ended earlier. Based on this feedback, for the next retreat we will plan it to include a lunch and conclude earlier in the day.

Comments on the highlights of the retreat, included:

- Meeting and discussing issues with other chairs and beginning to network with individuals from other departments. Input from a variety of different people with different perspectives is helpful when making decisions.

- Overall, the event was planned well and moved along following the agenda. The information is a good starting point, and I hope that some of the issues addressed will be discussed in greater detail at other CETL events or other meetings.
- Opportunity to interact with others
- Getting a “reality check” that we share similar problematic situations.

Comments for recommendations for changes for the future included:

- Fewer speakers, more chair-chair interactions
- More specific and formal mentoring advice
- Perhaps an expert from outside OU
- Encourage people to move around more and interact more with each other.

Chairs’ Retreat Feedback: Mean Ratings (5 is the highest)

Overall, I found the Chairs’ Retreat to be a valuable experience.	Overall, I found the Chair’s Retreat to be a good balance of information, discussion and networking.	The information and the discussion on these topics was helpful. (Resource Guide)	The information and the discussion on these topics was helpful. (Chair Fellow)	The information and the discussion on these topics was helpful. (Provost’s Teaching Effectiveness Update)
4.2	4	4.2	4.3	4.1

The information and the discussion on these topics was helpful. (Registrar, course scheduling)	The information and the discussion on these topics was helpful. (Mentoring)	The information and the discussion on these topics was helpful. (Dealing with difficult situations)	I enjoyed having the event at Meadow Brook Hall.	I enjoyed the dinner at Meadow Brook Hall.
3.9	4.2	4	4.7	4.3


CHAIR ADVISORY TEAM

The Chair Advisory Team met each semester to provide additional perspectives for the Chair Fellow and CETL Director. This year's team included

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

CHAIRS' CORNER

CETL continued to offer a page on our website to house important information and updates relevant to chairs/program directors. It can be accessed at oakland.edu/cetl/chairs-corner/



What is the Chairs' Corner?

2017 Chairs' Retreat - Tuesday, August 29, 2017 from 10:00 a.m. to 2:00 p.m. at Meadow Brook Hall [REGISTER](#)

Mentoring Resources Available View the resources here: [workshop mentoring guide](#), [promotion and review guide](#) and [mentoring program info](#) from Sociology et al. Department, and [study results on chair training](#) (IHE, 12/1/2016).

CHAIR FELLOW **RESOURCES** **PROGRAMS & SERVICES** **HANDBOOKS & DOCUMENTS** **UPDATES** **SHARE WITH FACULTY**

Guide to Selecting Chairs and Program Directors Departments have shared what their protocols are for reviewing and selecting candidates for chairs or program directors at Oakland University. [View the guide.](#)

Chairs' Resource Guide Update The **Chairs' and Program Directors' Resource Guide** now available. Thoughts on what else should be included or revisions needed? [Provide feedback here.](#)

2016-2017 Faculty Handbook
Chairs' and Program Directors' Retreat (11 Aug 2015) [Agenda](#)

Presentation Slides

- **Retreat Program** (Judy Ableser)
- **Retention Update** (Susan Awbrey)
- **Academic Leadership** (Kathleen Moore)
- **Student Affairs and Academic Affairs Partnership** (Nancy Schmitz)
- **Diversity in Hiring** (Patricia Dolly, Joi Cunningham)
- **Supporting Faculty Research** (Arik Dvir)

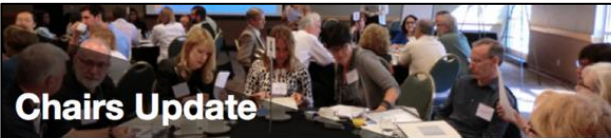
Documents

- **Faculty Mentoring** (Jay Meehan and Kathleen Moore)
- **OU Policies and Procedures** (Michelle Piskulich)
- **Department Analysis Worksheet** (Kathleen Moore)
- **Developing Academic Leaders Worksheet** (Kathleen Moore)
- **Financial Management** (Barbara Smith)
- **Using the Strategic Plan as a Framework for Chairs** (C. Suzanne Klein)
- **Supplemental Instruction Program Faculty Guide** (Nancy Schmitz)
- **Discussion Notes** (Academic Leadership - Morning Sessions)

CHAIR UPDATES and CHAIR FELLOW MESSAGES

This year's monthly Chair Updates included an update from the Chair Fellow and information for the chairs and for the chairs to share with their faculty. In addition, Jay sent out Messages from the Chair throughout the year.

CHAIR FELLOW	RESOURCES	PROGRAMS & SERVICES	HANDBOOKS & DOCUMENTS
Message from the CETL Chair Fellow			
The Role of Chair and the "Retention" Plan			
PAST MESSAGES FROM THE CHAIR			
<ul style="list-style-type: none">• Life Events and the Role of the Chair (Meehan, 11/2016)• Planning Your Exit Strategy (Meehan, 10/2016)• Guarding Your Time and Saying "No" (Meehan, 8/2016)• Introduction and Plans for 2016-2017 (Meehan, 7/2016)			



Chairs Update

Dear Chairs and Program Directors: March 2017 Update

CHAIR FELLOW UPDATE

1. A reminder that we have an upcoming chairs forum on The Merit Process: Department Fallout - Monday, March 6 from 12-1:30 pm. Like our very successful January forum, the format is an open conversation among chairs/directors and driven by chair/director interests. There is no agenda - we will have lunch and an open discussion of any issues that your department experienced with the merit process last year and any "lessons learned" moving forward to this year's process.

I have been looking forward to this forum as it was a topic requested by several chairs. Considering that in 2016-19, ALL raises will be determined by merit. This should be a topic that compels interest beyond what's on the lunch menu.

Please reserve your spot using the link below so we can have enough food for lunch!
I look forward to seeing you.
<https://www2.oakland.edu/secure/workshops/enroll/index.cfm?dept=3&SERIESID=15&ID=1327>

CHAIRS INFO

1. 3rd Annual Chairs' Retreat - Hold the Date. We are pleased to announce the 3rd Annual Chairs' Retreat set for Tuesday, August 29th. Details to follow.

2. Chairs' Forum - Please join us and register for the Chairs' Forums at:
<https://www.oakland.edu/cetl/chairs-corner/>

CHAIRS' FORUM - Winter 2017 Schedule
Located in the Learning Studio (200A Elliott Hall)
12:00 pm - 1:30 pm (lunch provided)

The Merit Process: Department Fallout - Mon, March 6. [Register](#)

Role of the Chair: Leadership & Supervision? - Fri, April 7. [Register](#)

3. Chairs' Corner - <http://www.oakland.edu/cetl/chairs-corner/> - includes documents, resources, and programs and services for chairs. We will also be posting agenda, minutes and documents from your monthly Chairs' Meetings on this site.

4. New Full and Part-Time Faculty - We are distributing Welcome Cards for New Faculty (Welcome information and Getting Started Guide) to each department. These welcome cards will be sent to your attention. Please share them with any new full or part-time faculty hires. If you need additional cards, please contact Suzanne Flattery at flattery@oakland.edu. In addition, encourage them to check out our New Faculty link at: <http://www.oakland.edu/cetl/new-faculty/>. This site has important information for new faculty and links to many resources including the Faculty Handbook. We are also happy to arrange a 1:1 session to help with their transition this winter prior to our next Orientation in August. Please contact shleser@oakland.edu.

CHAIR RESOURCE GUIDE

This year we continued to update the Chair Resource Guide. This can be accessed online the Chairs' Corner on the HANDBOOKS & DOCUMENTS tab.

OAKLAND UNIVERSITY
CHAIRS' and PROGRAM DIRECTORS'
RESOURCE GUIDE
IMPORTANT INFORMATION AT A GLANCE – 2017-2018



Prepared by Leanne DeVreugd (WISER Program Assistant)
Coordinated with support from
The Center for Excellence in Teaching and Learning

OAKLAND
UNIVERSITY

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 one needs 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. The intent was that the Chair Fellow would streamline the contents with the assistance of Leanne DeVreugd. Leanne’s position changed and she had less time to devote to this task. She did update the important dates but did not have the time to reformat the guide. A goal for a future Chair Fellow will be to get additional input from chairs as to how they would like this guide formatted.

CHAIRS' FOURMS

This year's Chairs' Forums attracted an excellent cross-representation of chairs and program directors. Attendance for the past two year's Forums ranged from four to 10 participants. This year, in large part due to the networking by the Chair Fellow, we had participation from 12-24 chairs each session. We continued to offer these sessions for 1½ hours with lunch on Mondays or Fridays. The Chair Fellow determined important topics based on interest and issues that the Chairs were dealing with.

The Center for Excellence in Teaching and Learning at OU presents

Chairs' Forums



Monday, Sept. 19	Forum for New Chairs and Program Directors with Jay Meehan & Judy Ableser
Monday, Oct. 24	Chairs' Perspective on Provost's Evidence of Teaching Effectiveness Initiative: Course Evaluations Revisited with Judy Ableser
Monday, Nov. 7	Academic Work-Life Balance with Jennifer Heisler
Monday, Dec. 5	Mentoring Faculty with Kathy Moore & Jay Meehan

Join us each month to engage in informal conversation with department chairs and program directors.


Each forum is located in 200A Elliott Hall, 12:00 – 1:30 p.m. with lunch provided.

Register at wwwp.oakland.edu/cetl/chairs-corner

OAKLAND UNIVERSITY
The Center for Excellence in Teaching and Learning
275 Varner Hall | 200 Elliott Hall
oakland.edu/cetl
248.370.2466

The Center for Excellence in Teaching and Learning at OU presents

Chairs' Forums



Friday, Jan. 27	The Critical Role of Chairs in Unbiased Hiring and Review with Leanne DeVreugd, Joi Cunningham, Jay Meehan
Monday, March 6	The Merit Process: Department Fall Out with Jay Meehan
Friday, April 7	Role of the Chair: Leadership and Supervision? with Jay Meehan

Join us in the winter semester to engage in informal conversation with department chairs and program directors.

Each forum is located in 200A Elliott Hall, 12:00 – 1:30 p.m. with lunch provided.

Register at wwwp.oakland.edu/cetl/chairs-corner

Chairs' Corner

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275 Varner Hall | 200 Elliott Hall
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248.370.2466

Past Chairs' Forum flyers

PART 5 — GOAL #4: CULTIVATING CETL SUCCESS

CETL STRATEGIC PLAN: CETL 2016-2021

During the 2016-2017 year, CETL has actively followed and implemented the CETL Strategic Plan. Below states the mission and goals of this plan. This Annual Report is organized and structured around these goals.

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 STAFF RESTRUCTURING

CETL restructured our staffing team this past year. We have reorganized the roles of the office staff and as of July 1 will be adding a Virtual Faculty Developer (32-hour AP position). When CETL first began over six years ago, the Administrative Assistant (Suzanne Flattery) was responsible for all office duties including bookkeeping responsibilities. As the Center grew, and her tasks included more time coordinating programs and services, CETL hired a causal assistant to take over the bookkeeping tasks (Marian McClellan). When Marian retired in December, Suzanne shifted to a part-time causal CETL coordinator, and CETL hired a new full-time Administrative Assistant, Candace Campbell, who is now responsible for all office and budget duties.

Christina Moore has been serving as a part-time causal Media Manager for the past four years. With the growth and expansion of CETL, we proposed creating a full-time AP position. The Media Manager position in its original capacity was dedicated to updating web content, such as resources and event registration, and marketing CETL's on-campus and online resources. Media Manager also assists with CETL events and professional development. A full-time AP position is needed in order for the Center to sustain additional initiatives, such as teaching effectiveness, execution of the university's strategic plan related to a robust teaching and learning environment and student success, the Graduate Teaching Assistant Student Series, and the Chairs' Corner. It was also determined that the title should better reflect the role and responsibilities of the position, hence, we renamed it to Virtual Faculty Developer.

This AP position will also allow CETL to be available and impactful for faculty who want need faculty development in an online format. The full-time role would afford time to develop new faculty orientation in a fully online format, webinars and online participation in on-campus workshops, and short-term interactive courses on best practices in teaching and learning in higher ed. The Virtual Faculty Developer would also create more short instructional videos on these best practices. The roles and responsibilities will include:

- Manage Web Content – 30% of time
- Establish Virtual Faculty Development – 25% of time
- Assist in Professional Development – 25% of time
- Create CETL Marketing Materials – 20% of time

Academic Affairs approved this position as a 32-hour AP position with a July 1, 2017 start date. After completing a search, we have now officially offered the position to Christina Moore and look forward to her expanded role this coming year.

ADVISORY BOARD

The members of the 2016-2017 CETL Advisory Board included:

- Judith Ableser, CETL Director
- Christina Moore, CETL Media Manager
- Ketih Williams, CAS, Psychology
- Amanda Nichols Hess, Library
- Jay Meehan, CAS, Sociology, Anthropology & Criminal Justice
- Dan Arnold, eLearning and Instructional Support
- Susan Awbrey, Senior Associate Provost
- David Hammontree, CAS, Writing & Rhetoric
- Kim Holka, SON
- Rodney Nyland, SOM
- Anthony Tuf Francis, SEHS
- Jennifer Heisler, CAS, Communication & Journalism
- Laura Dinsmoor, SECS
- Travus Burton, Experiential Learning
- Brittany Kleinschmidt, Student Representative
- Suzanne Flattery/Candace Campbell, CETL

FACULTY FELLOWS

As listed previously, this year's Faculty Fellows were Amanda Nichols Hess, Assistant Professor in University Libraries and Keith Williams, Associate Professor, CAS, Psychology. Amanda focused on Universal Design for Learning in her Faculty Development Institute, conducted workshops on UDL, was part of the UDL University Initiative, developed UDL Quick Notes and presented at two conferences on UDL. Keith ran a very successful fall semester Teaching Assistant Series, facilitated the FDI on Course Redesign to Increase Student Success and was an active member of the Provost's Initiative on Evidence of Teaching Effectiveness. Highlights of their work were described throughout this report. The outstanding work that both Faculty Fellows contributed this year was greatly valued and appreciated by CETL and the university community at large.

STUDENTS and STUDENTS FOR EXEMPLARY TEACHING FORUM (SET)


We offered two SET Forums in the fall and the winter. This year CETL tried to connect the themes of the forums to the initiatives and focus of CETL's strategic plan. The topics included were: Strengths and Issues about Courses and Instructors at OU; Student Perspective on OU's "Course Evaluations"; Students Mental Health and Behavior Concerns and What Students Want Faculty to Know. Participation ranged from five to 12 students.

In addition to offering the SET Forums this past year, we had student representatives on the CETL Advisory Board (Brittany Kleinschmidt), Provost's Task Force for Evidence of Teaching Effectiveness (Jessica Walukonis) and the UDL Initiative (Elijah Sanders). A presentation about CETL was provided to Student Congress.

The Center for Excellence in Teaching and Learning presents

STUDENTS FOR EXCELLENCE IN TEACHING FORUM

Grab lunch with us and share your student expertise.



Have a great professor to brag about?
Suffering from the lecture blues?

We'd like to hear about your experience in the OU classroom. At the Center for Excellence in Teaching and Learning, we help professors figure out what works and what doesn't. So when it comes to classroom learning, who better to ask than you?

Lunch time forums take place in 200A Elliott, 12:00-1:00 p.m. on

- ☐ Tuesday, October 25 – Strengths and Issues about Courses and Instructors at OU
- ☐ Tuesday, November 22 – Student Perspective of OU's Course Evaluations

Register for one or both at
oakland.edu/cetl/promote
See the Students for Excellence in Teaching Forum tab.

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, WISER/STEM program, Registrar on Grading Submission, Faculty Feedback System, 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.

Our most significant collaboration this year was with the Experiential Learning Center. This is a new center, with a major focus on increasing Academic Service Learning across campus. Often these programs are part of teaching and learning centers, however, at OU it is part of the Student Success Office but will work closely with CETL in providing workshops and support. This past year CETL offered three workshops in the winter facilitated by the Experiential Learning Coordinator and invited him to serve on our Advisory Board. The goal is to continue having him offer workshops at CETL each year. In addition, some of CETL's teaching grants and a Learning Community have centered on Service Learning.

WEB PRESENCE AND MARKETING

Overview

While CETL has continued to use both print (brochure, welcome card, special event invitations) and web marketing and communications, it has focused most on how its web presence and resources can be more accessible to all users and more specifically compliant with ADA policies. We have implemented two new major web systems, developed new web resources, explored web content systems beyond OU's website, and made plans for virtual faculty development that meets our faculty's needs.

Website

Transition to Percussion, New Web Content Management System In Fall 2016, the University replaced CareWorks with Percussion. CETL is a bit constricted on how many of Percussion features it can use since "migrated pages" taken from CareWorks cannot use all of the features available to brand-new pages created in Percussion, but CETL continued to work with University Communication and Marketing to best use Percussion to create a user-friendly web experience.

OU Teaching Initiatives: New Page In 2016-2017, CETL took the lead on two university-wide initiatives: the Provost's Evidence of Teaching Effectiveness Initiative and the Universal Design for Learning Initiative. Both initiatives bring together faculty, staff, and students to plan for promoting best practices in teaching and learning.

In order to organize and disseminate work on each initiative, CETL created a new OU Teaching Initiatives webpage, which provides brief updates and links to Quick Notes and other related initiative resources. The page is located at oakland.edu/cetl/ou-teaching-initiatives/

	UNIVERSAL DESIGN FOR LEARNING	EVIDENCE OF TEACHING EFFECTIVENESS
Center for Excellence in Teaching and Learning	<p>Universal Design for Learning (or UDL) promotes opportunities to increase access and reduce barriers to learning in order to enhance student success for all learners. UDL is both a philosophical belief that all students should have increased opportunities to be successful learners and a set of principles and guidelines for implementation. UDL is supported and implemented in K-12 and universities across the nation.</p>	
Contact Us	<p>The OU Initiative A UDL Initiative Team at Oakland University is exploring ways in which UDL principles can become part of OU's institutional and classroom culture. This UDL initiative promotes student success through diverse and inclusive practices. The team comprises of faculty and students from different schools and staff from academic and student affairs, office of diversity and inclusion, and technology services. View the team list.</p>	
About CETL	<p>OU Resources Quick Notes are your brief visual guide to best practices, university processes, and other good-to-know aspects of helping students succeed.</p>	
Faculty Development	<p>5-min Videos and Quick Notes</p> <ul style="list-style-type: none">• Introduction to Universal Design for Learning Quick Note 5-min Video• UDL Principles Quick Note 5-min Video	<p>Workshop Materials</p> <ul style="list-style-type: none">• UDL Introduction (Nichols Hess, 2017)• UDL in Practice (Nichols Hess et al., 2017), with bibliography of instructional practice
Faculty Resources	<p>Teaching Strategies for Each UDL Principle</p> <ul style="list-style-type: none">• Action and Expression• Engagement• Representation	<p>Teaching Tips</p> <ul style="list-style-type: none">• Make Learning Flexible with UDL (Nichols Hess, 2017)• Introverts and Extroverts: Engage the Thinker and Talker Alike (Nichols Hess, 2017)• Online Tools that Make Learning More Accessible (Cruz Grandjean & McElhany, 2016)• Creating Accessible Word Docs (Burke & Wallace, 2016)• First Four Items to Post on Moodle (Nichols Hess, 2017)• First Steps to Recording Lectures (Nichols Hess, 2017)
Promoting Teaching & Learning	<p>Benefits to Learner Groups</p> <ul style="list-style-type: none">• International Students	
OU Teaching Initiatives	<p>FDI Materials</p> <ul style="list-style-type: none">• Introduction to UDL Faculty Development Institute (Nichols-Hess, 2016) and handout	
Virtual Faculty Development	<p>External Resources</p> <ul style="list-style-type: none">• CAST - Center for Applied Special Technology, a force in promoting Universal Design for Learning• National Center on UDL• Pedagogy and Student Services for Institutional Transformation: Implementing Universal Design in Higher Education (Higbee & Goff, 2008)	
Graduate Teaching Assistant Series		
New Faculty		
Chairs' Corner		

Implementing and Exploring Additional Web Outlets In a commitment to ADA compliance, up-to-date web content, and searchability, CETL is converting some of its resources from a PDF format (problematic for screen readers) to a Google Doc format. CETL has located key resources that need to be updated regularly or require quick browsing through copious information as candidates for this conversion. CETL's Social Guide for new faculty is the most significant resources we have converted into Google Doc format. This format allows easy web searchability and navigation while also allowing readers to download and save it in a Microsoft Word or PDF format.

2017-2018 Web Revamp Plan

CETL has determined plans to revamp its website in order to increase its accessibility and usability primarily to faculty but also to the larger OU community.


- **Align to Strategic Plan** – CETL's 2015-2016 Strategic Plan organizes its priorities and goals into three facets: faculty success, student success, and university success. For consistent organization that reinforces these priorities. We plan on reorganizing our content to fit into these three categories and illustrate the ways in which these categories blend or work together.
- **Include more searchable features** – As the clearinghouse for many university teaching and learning resources, CETL archives dozens of tutorials, policy documents, teaching exercises, templates, and more. We are working with University Communication and Marketing to better understand how Percussion (our new web content management system) can allow web visitors to search all of our resources by topic in order to meet their specific teaching and learning needs. This would allow faculty to search all resources by topic to find what they most need when they need it.
- **Comply with ADA law and access** - As Oakland University works to make sure all of its web content is ADA compliant, CETL wants to ensure its content is also compliant and in keeping with our Universal Design for Learning initiative. This includes transcripts of any new videos created, exploring options for publication formats beyond PDF, and other design elements.
- **Increase virtual faculty development** – CETL's Virtual Faculty Development page is a repository of online tools faculty can use to take advantage of professional development resources including workshop recordings, online modules, videos, and workshop slide presentations and documents. Upon the hiring of a Virtual Faculty Developer (part-time AP position), CETL will dedicate more resources to creating these resources specifically for an online audience in a more interactive, condensed format including five-minute videos on the most important teaching and learning practices and online versions of new faculty orientation and pre-orientation workshops.

Web Marketing

Emma: New OU Marketing System In Fall 2016, the University announced Emma as the new email marketing system to replace CareWorks. Emma is a more powerful, visual, and mobile-friendly platform for sending email communications to our audiences, from attendees at a single workshop to a listserv of just under 1,500 university community members. CETL has implemented Emma features in order to make our emails more ADA compliant, consistent, and streamlined. Sample communications are shown below. Goals for 2017-2018: Analyze web analytics allowed by Emma's tools in order to tweak e-communication.


CETL continues to promote its programs, services and resources through their website and weekly schedulers (as shown below). 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.

Next Week at CETL

**Excellence in Teaching and Learning Grant Proposal Deadline**
Sunday, March 26
Visit oakland.edu/cetl/resources and select the GRANTS tab for full grant details and forms.

MONDAY
MARCH 27

TUESDAY
MARCH 28

**Workshop: Working with Your Teaching Assistant**
Wed, March 29 | 12-1:30 p.m. | K. Moore & K. Williams
In this workshop, discuss how to determine roles and responsibilities, support and resources, and establish effective communication with your TA. Lunch provided. [Register here.](#)


THURSDAY
MARCH 30

FRIDAY
MARCH 31

UPCOMING EVENTS
OU Instructional Fair
Thursday, April 6 | 2:00 - 4:00 p.m. | [Register](#)

ANNOUNCEMENTS
OU Instructional Fair
[Register](#) Thursday, April 6 | 2:00-4:00 p.m. | Gold Rooms A & B, OC
OU faculty and staff from across the disciplines share teaching tips and learning strategies in this poster presentation format. Browse the presentations, collect one-page guides to each strategy, and discuss and share ideas with colleagues. Strolling appetizers provided. [Learn more.](#)

CFP: OU Learning Communities
Applications due Monday, April 17
An OU Learning Community is an active, collaborative year-long program made up of 6-12 faculty, graduate students and professional staff who are interested in exploring a topic related to teaching and learning. LCs will form this spring/summer and will operate from September 2017- April 2018. LCs focus on Scholarship of Teaching and Learning (SoTL), enhancing student and/or faculty success. [Learn more.](#)
Join us for the Creating a New Learning Community Workshop on Wed, March 22. [Register here.](#)



Excellence in Teaching and Learning Grant

Proposals due March 26
Focus on Student Success and the Scholarship of Teaching and Learning
This grant funds the development, implementation and evaluation of evidence-based teaching practices that will improve teaching and student learning. The funding supports the faculty's time to research, develop and assess their project that goes above and beyond the expected course preparation time. Visit oakland.edu/cetl/resources for full grant details and forms.






[View Grant Details](#)

WORKSHOP: Writing an Effective Teaching Grant
Wednesday, March 8
12:00-1:30 p.m. | 200A Elliott Hall | Lunch provided.
Get the ins and outs of grant expectations and how to make sure your work fits with the goal of this grant.

[Register for the Workshop](#)

CETL Weekly Teaching Tips presents

Prepare for Snow Days and Other Unexpected Class Cancellations



You can minimize the impact of lost class time by having a plan for how you will maintain contact with your students and readjust scheduling. At the beginning of the semester, use these basics for planning for an unplanned class cancellation:

- ☐ Establish a communication plan to notify students of any major change.
- ☐ Post all class documents to Moodle.
- ☐ Reprioritize the course based on necessity and course format so that you and your students are able to successfully meet the course goals.
- ☐ Adjust deadlines in the syllabus or Moodle for assessments and activities as needed.

For a more detailed checklist and ideas, visit oakland.edu/teachingtips

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

2016-2017 was a very productive and successful year. CETL moved beyond providing supports and resources for individual faculty, toward developing university-wide initiatives that will have a lasting impact on student, faculty and university success. The new CETL staffing model will allow CETL to continue to expand and enhance programs and services in the coming year.

NEXT YEAR'S GOALS

This past year allowed CETL to successfully focus on and implement the action plan of CETL's strategic plan. CETL's goals for 2017-2018 include:

1. To further develop resources and services that align with student success pedagogy.
2. To further develop resources and services that promote faculty success.
3. To further develop resources and services that enhance university leadership.
4. To further develop and implement the Provost's Initiative on Evidence of Teaching Effectiveness
5. To further develop Universal Design for Learning as an institutional practice.
6. To further enhance and expand our virtual faculty development.

ACKNOWLEDGEMENTS FROM THE DIRECTOR

My great appreciation is extended to the entire CETL team. Although lean, it is incredibly efficient and effective. The ongoing success of CETL is due to the collaborative and team effort of Christina Moore, Suzanne Flattery, Candace Campbell, and Victoria Kendziora. Thanks is extended to our Faculty Fellows, Keith Williams and Amanda Nichols Hess, and our first Chair Fellow, Jay Meehan. The work of the CETL Advisory Board, members of the Provost's Initiative Task Force and the UDL Team, the facilitators of our Learning Communities and those who led workshops added significantly to our Center.

It is with great admiration and sadness, that this will be my final thank you to Susan Awbrey, Senior Associate Provost, who is retiring. Susan has been the guide, champion and ambassador for student learning, student success and the very existence of CETL. She will be greatly missed. It will be our task to carry on her vision and passion through our work at CETL.

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

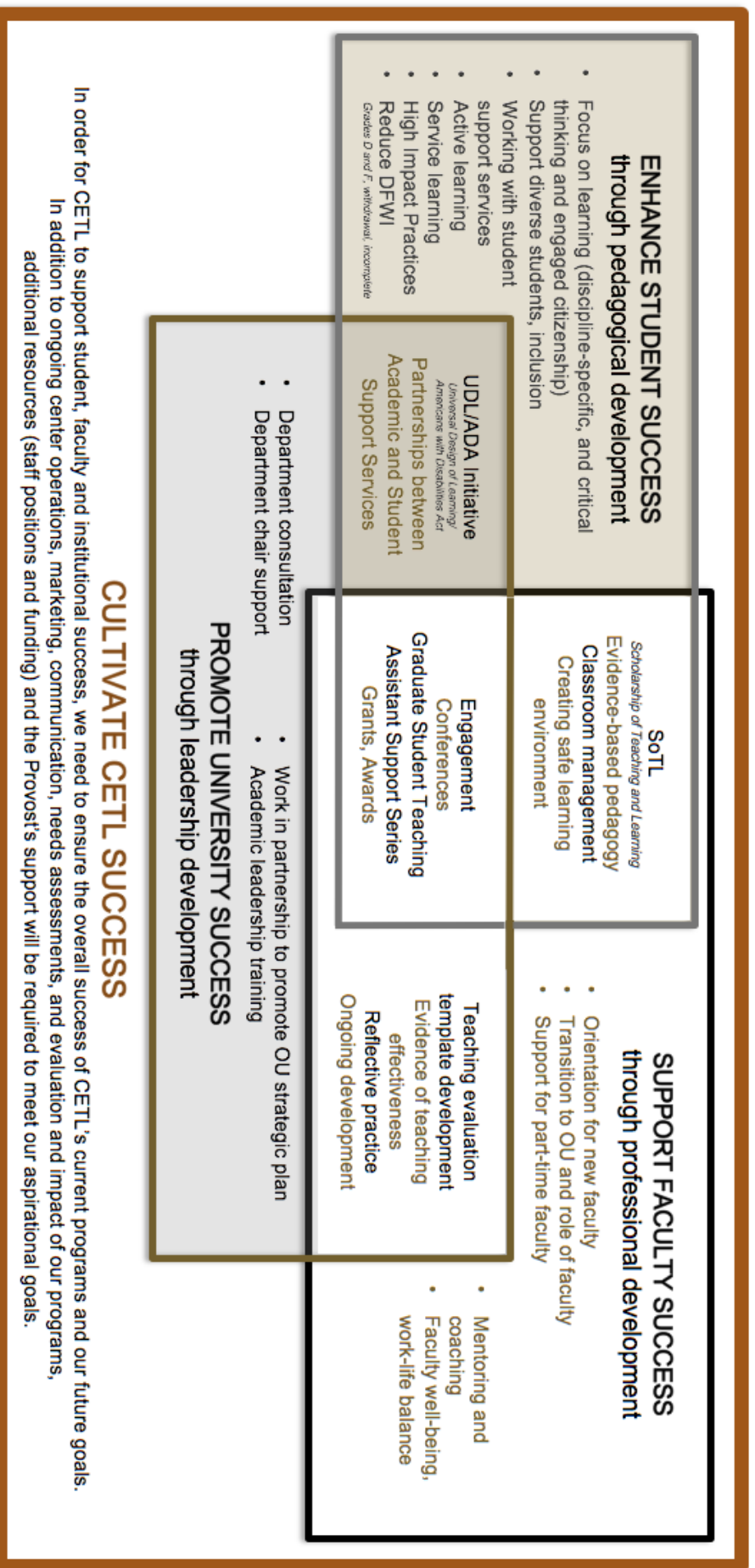
The **MISSION** of CETL is to support, promote and enhance student, faculty and university success in our diverse academic community. CETL enhances student success and learning by supporting the overall success of the faculty and the university community through pedagogical, professional and leadership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



In order for CETL to support student, faculty and institutional success, we need to ensure the overall success of CETL's current programs and our 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 our aspirational goals.

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

CETL Strategic Plan Table 1 – Overview

Mission Statement Goal	Outcomes
<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

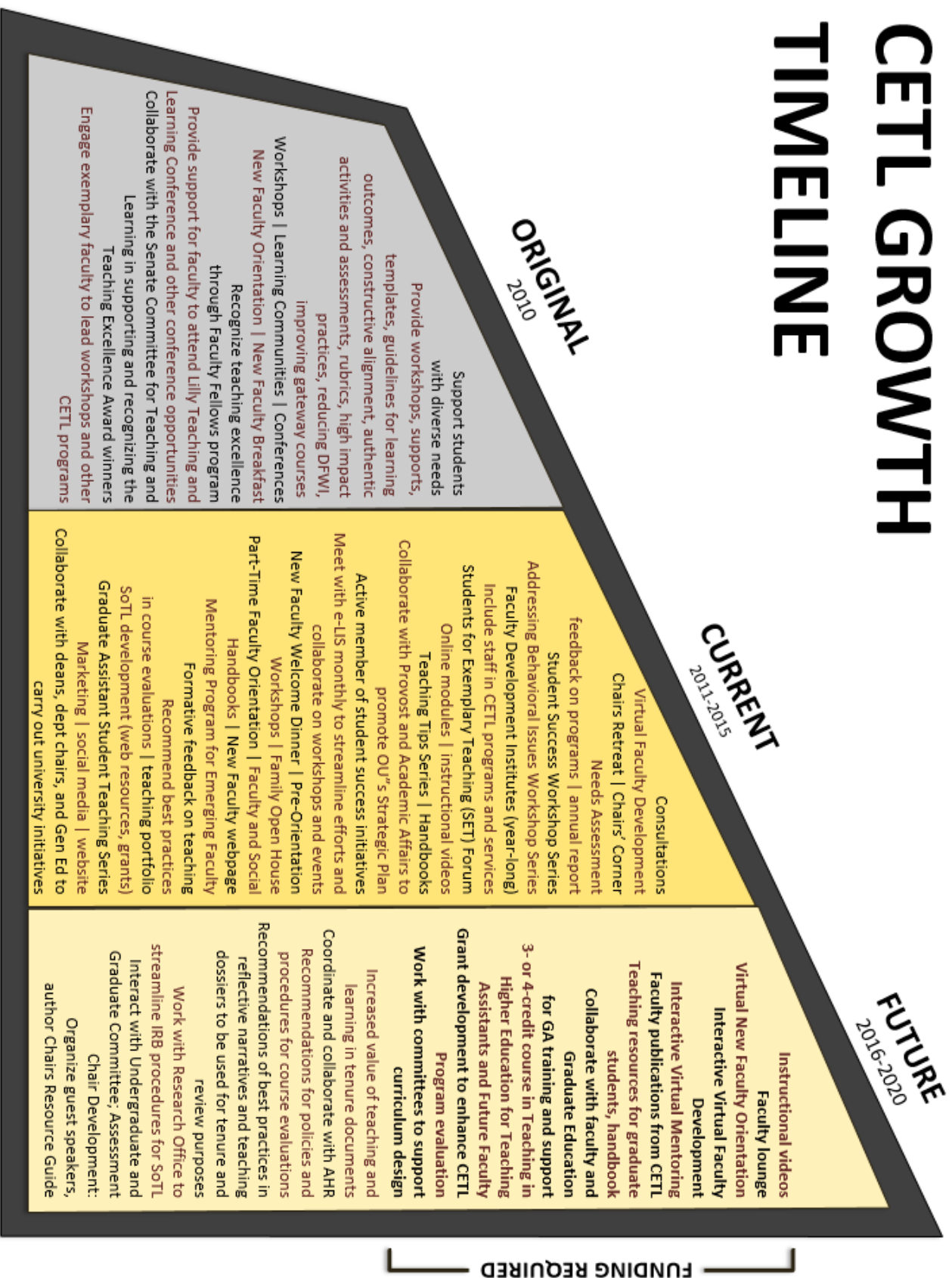


Figure 2 – Progression of CETL's original, current, and future goals.

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.

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

Respectfully,

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APPENDIX B: Workshop Participation

Enrollment

Report for dates : 7/1/2016 - 6/30/2017		
Course Name	Total Scheduled Instances	Total Enrollments
Academic Work-Life Balance	1	10
Active Learning - Oct. 6, 2016	1	18
Active Shooter on Campus (3/7/17)	1	10
Authentic Assessment and Rubrics - Sept. 29, 2016	1	10
Best Practices in Hybrid Teaching	1	26
Best Practices in Mentoring Undergraduate Researchers	1	20
Best Practices in Teaching Written and Oral Communication Skills to STEM Students	1	20
CANCELLED - Emergency Preparedness (2/28/17)	1	2
Chairs' Perspective on Provost's Evidence of Teaching Initiative: Course Evaluations Revisited	1	11
Classroom Technology - New Faculty Pre-Orientation workshop session - 2016	1	21
Coffee & Conversation: Diversity in the Classroom and on Campus	1	4
Coffee & Conversation: Faculty's Perspective on Provost's Evidence of Teaching Effectiveness Initiative: Course Evaluations Revisited	1	6
Continuing Conversation on Evaluating Teaching	1	4
Course Evaluations for Formative and Summative Assessment	1	19
Creating a New Learning Community (3/22/17)	1	11
Creating a Teaching Portfolio: Evidence to Demonstrate Teaching Effectiveness	1	16
Dealing with Behavior Problems in the Classroom (2/7/17)	1	18
Developing Your Syllabus - New Faculty Pre-Orientation session - 2016	1	22
Divided Country? United Campus!	1	9
Effective Lesson Planning - Oct. 13, 2016	1	12
Effective Syllabus Development - Dec. 8, 2016	1	14
Establishing Learning and Behavioral Expectations	1	15
Experience This! Fundamentals for Experiential Learning	1	4
Faculty Sharing Their Work: "Lightning Round" from the Lilly Conference on Teaching & Learning, Traverse City, MI	1	19
FDI Orientation: Course Redesign to Increase Student Success - Sept. 15, 2016	1	25
FDI Orientation: Designing Learning for All: Universal Design of Learning - Sept. 13, 2016	1	26
FDI Orientation: Mentoring for Emerging Faculty - Sept. 14, 2016	1	21

Forum for New Chairs and Program Directors	1	5
Getting a Foundation to Fund Your Research	1	31
Instructional Fair (Located in the Gold Rooms in Oakland Center)	1	93
Learning Outcomes and Constructive Alignment - Sept. 22, 2016	1	14
Mental Health Issues in the Classroom	1	11
Mentoring Faculty	1	20
Mirror, Mirror... the Art of Reflection Before, During and After Student Experiences	1	14
Moodle: OU's Learning Management System - New Faculty Pre-Orientation workshop session - 2016	1	23
New Faculty Breakfast - March 29, 2017	1	37
New Faculty Pre-Orientation Lunch - 2016	1	25
New Full Time Faculty Orientation 2016	1	46
New Full Time Faculty Welcome Dinner - 2016	1	66
New Part-time Faculty Orientation 2016	1	25
Orientation to Graduate Teaching Assistant and Future Faculty Teaching Series	1	38
Reporting Behavior Concerns + Disability Support Services	1	10
Research Positioning: Learning What It Takes to Be Competitive for External Funding	1	29
Revisiting Course Evaluations	1	15
Role of the Chair: Leadership and Supervision?	1	20
Serving the Need and Developing the Community: One Discipline is Never Enough	1	5
SET (Students for Exemplary Teaching) Forum: Strengths and Issues about Courses and Instructors	1	9
SET (Students for Exemplary Teaching) Forum: Student Perspective of OU's Course Evaluations	1	5
STEM: Setting Mid-Career Goals	1	19
STEM: Working with Your Teaching Assistant	1	17
Students Mental Health and Behavior Concerns	1	13
Taking the Class Temperature: Methods for Providing and Receiving Student Feedback	1	17
Teaching and Learning at OU - New Faculty Pre-Orientation Workshop session - 2016	1	31
Teaching Award Winners: Anthony Tuf Francis and Helena Riha	1	27
The Critical Role of Chairs in Unbiased Hiring and Review	1	17
The Ins and Outs of Data Management	1	16
The Merit Process: Department Fall Out	1	18
Universal Design for Learning: An Introduction	1	10
Universal Design for Learning: Challenges & Considerations	1	14

Universal Design for Learning: Challenges & Considerations	1	14
Universal Design for Learning: In Practice	1	11
User-Centered Design: Definition and Strategies for Classroom Implementation	1	11
What Students Want Faculty to Know	1	3
Writing an Effective Proposal for OU-Windsor Conference - Theme: A Culture That Values Teaching	1	17
Writing an Effective Teaching Grant (3/8/17)	1	20
Totals:	64	1195

Participant Type Summary: Workshops

Participant Type	Total Enrollment	Total Unique Students
Faculty - Assistant Professor	162	50
Faculty - Associate Professor	138	50
Faculty - Clinical Faculty	5	2
Faculty - Dean	9	5
Faculty - Full Professor	77	22
Faculty - Part Time Faculty	26	9
Faculty - Special Instructor	26	12
Faculty - Special Lecturer	139	35
Graduate Assistant	16	7
Staff - Administrative	98	38
Staff - Clerical Technical	3	1
Student Employee	2	2
Unassigned	494	310

Position	Total Enrollment	Total Unique Students
<i>not resolvable</i>	230	210
GA - Graduate Assistant	45	28
ST - Student	13	9
FC - WD - Clinical Faculty	8	3
AA - WD-Academic Administrator	32	10
DD - WD-Academic Dean	19	9
PF - WD-Admin Professional FT	83	40
CA - WD-Casual	9	5
CF - WD-Clerical Tech Full-Time	14	3
EE - WD-Executive	5	3
FF - WD-Faculty	473	155
LL - WD-Part-time Faculty	30	16
FM - WD-School of Medicine Faculty	47	16
LS - WD-Special Lecturers	150	38
TE - WD-Temporary	1	1
VF - WD-Visiting Faculty	30	10

APPENDIX C: Workshop Survey Results: Ratings

Ratings on a 1-5 scale, 5 being the most favorable

Fall 2016 Workshop Series

ORIENTATION TO FACULTY DEVELOPMENT INSTITUTE (FDI)		Average Score
Designing Learning for All: Universal Design of Learning		5
Mentoring for Emerging Faculty		4.5
Course Redesign to Increase Student Success		5
	Series Average	4.8
NUTS & BOLTS OF TEACHING SERIES		
Learning Outcomes and Constructive Alignment		4.5
Authentic Assessment and Rubrics		5
Active Learning		4.8
Effective Lesson Planning		5
Effective Syllabus Development		4.6
	Series Average	4.7
PROVOST'S INITIATIVE ON EVIDENCE OF TEACHING EFFECTIVENESS SERIES		
Revisiting Course Evaluations		4
Course Evaluations for Formative and Summative Assessment		4.1
Creating a Teaching Portfolio: Evidence to Demonstrate Teaching Effectiveness		4.6
	Series Average	4.2
EXPERIENTIAL LEARNING SERIES		
Experience This! Fundamentals for Experiential Learning		5
Serving the Need and Developing the Community: One Discipline is Never Enough		
Mirror, Mirror... the Art of Reflection Before, During and After Student Experiences		4.6
	Series Average	4.8
STEM SERIES		
Best Practices in Mentoring Undergraduate Researchers		4
Best Practices in Teaching Written and Oral Communication Skills to STEM Students		4.6
	Series Average	4.3
TEACHING AWARD WINNER WORKSHOP		
2015/2016 Teaching Award Winners: Anthony Tuf Francis & Helena Riha		4.6
	Series Average	4.6

Winter 2017 Workshop Series

PROMOTING TEACHING & LEARNING SERIES

Writing an Effective Proposal for OU-Windsor Conference - Theme: A Culture that Values Teaching	4.7
Faculty Sharing their Work: "Lightning Round" from the Lilly Conference on Teaching & Learning	4.7
Writing an Effective Teaching Grant	4.6
Facilitating a Learning Community	4.7
<i>Series Average</i>	4.6

RESEARCH SERIES

Research Positioning: Learning What It Takes to Be Competitive for External Funding	4.8
The Ins and Outs of Data Management	5
Getting a Foundation to Fund Your Research	4.7
<i>Series Average</i>	4.8

BEHAVIOR & SAFETY IN THE CLASS AND ON CAMPUS SERIES

Divided Country? United Campus?	5
Dealing with Behavior Problems in the Classroom	4.7
Mental Health Issues	5
Reporting Behavior Concerns + Disability Support Services	5
Emergency Preparedness (CANCELLED)	
Active Shooter on Campus	5
<i>Series Average</i>	4.9

UNIVERSAL DESIGN FOR LEARNING SERIES

Universal Design for Learning: An Introduction	5
Universal Design for Learning: In Practice	4.8
Universal Design for Learning: Challenges & Considerations	4.6
<i>Series Average</i>	4.8

STEM SERIES

Setting Mid-Career Goals	4.3
Working with Your Teaching Assistant	5
<i>Series Average</i>	4.6

Summer 2017 Workshop Series

Summer Teaching Series

User-Centered Design: Definition and Strategies for Classroom Implementation	3.8
Establishing Learning and Behavioral Expectations	4
Taking the Class Temperature: Methods for Providing and Receiving Student Feedback	4.6
Best Practices in Hybrid Teaching	4.8
<i>Series Average</i>	4.3
<i>Total Average</i>	4.6

APPENDIX D: UDL Quick Notes

The Center for Excellence in Teaching and Learning Quick Notes presents

UDL: Universal Design for Learning

Universal Design for Learning (or UDL) promotes opportunities to increase access and reduce barriers to learning in order to enhance student success for all learners.

INCREASE ACCESS

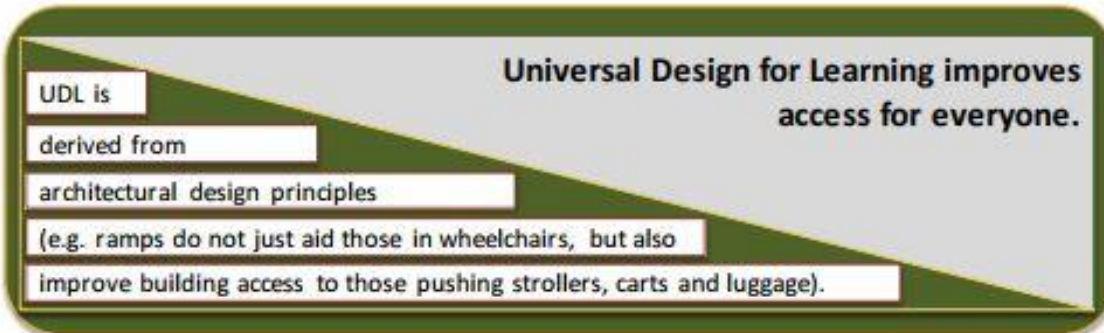
UDL is both

- a philosophical belief that all students should have increased opportunities to be successful learners and
- a set of principles and guidelines for implementation.

REDUCE BARRIERS

UDL is supported and implemented in K-12 and universities across the nation.

A **UDL Initiative Team at Oakland University** is exploring ways in which UDL principles can become part of OU's institutional and classroom culture. This UDL initiative promotes student success through diverse and inclusive practices. The team comprises of faculty and students from different schools and staff from academic and student affairs, office of diversity and inclusion, and technology services.



UDL Supports Diverse Individuals

Learning Needs

- international students
- English language learners
- non-proficient readers
- introverts
- issues of anxiety
- under-achieving students
- veterans

Life Needs

- working students
- parents
- commuters
- non-traditional students

While not a replacement for all disability accommodations, UDL offers a proactive approach to designing inclusive classrooms. Applying UDL principles may reduce both the need for individual accommodations and the associated stigma.

UDL: Universal Design for Learning



COURSE DESIGN

UDL encourages us to be intentional in our design without adding excessive demands on faculty. Many of us are already implementing UDL in our classes but are not calling it as such (e.g. recording lectures so all can review, providing study guides, allowing choice of assignments). UDL can involve high-tech, low-tech and no-tech strategies. UDL does not “water down” curriculum or rigorous learning outcomes; instead, it enhances the ways in which students can meet these outcomes.

GUIDELINES TO OPTIMIZE LEARNING

ENGAGEMENT

WAYS TO MOTIVATE STUDENTS

- Offer both group and individual work
- Engage in-class and online
- Allow students to select topics within a given assignment that is based on their interest and relevancy

REPRESENTATION

WAYS TO PRESENT INFORMATION

- Offer visual and auditory (text, video, visuals, infographics) works
- Provide clear, detailed directions and instructions with rubrics and examples
- Record lectures for review after class

ACTION and EXPRESSION

WAYS TO DEMONSTRATE LEARNING

- Offer flexibility and choice in ways in which students demonstrate learning outcomes (e.g. presentation, essay, video)
- Provide opportunities for feedback and revision of work
- Increase amount of “low stakes” assignments

UDL principles can be applied with no-tech, low-tech, and high-tech strategies.

Resources for Universal Design for Learning

Center for Applied Special Technology (CAST) | cast.org

National Center for Universal Design for Learning | udlcenter.org

Universal Design for Learning Principles

Universal Design for Learning (or UDL) is a way to "improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2015). This approach considers the why, what and how of students' learning. Instructors interested in using a UDL approach in their teaching can consider how to:

Provide learners with multiple means of engagement.



This will motivate your students and give their learning a purpose. Instructors can do this by:

- Helping students self-regulate by building in structures that facilitate self-assessment, reflection, coping, and personal motivation
- Sustaining students' learning by making goals relevant, varying levels of challenge on tasks, generating community, and giving mastery-oriented feedback
- Engaging students' interest through using choice, highlighting relevance, demonstrating authenticity, and minimizing the unnecessary stuff in your class.

Provide learners with multiple means of representation.



This allows your students to demonstrate their knowledge and resourcefulness. Instructors can do this by:

- Engaging students' background knowledge, drawing connections within disciplinary content, guiding their sense-making processes, and highlighting how this knowledge is transferable to other situations
- Using multiple media (e.g. videos, text, audio, images) to clarify confusing terms, ideas, or idioms (for English language learners)
- Illustrating concepts in more than one way

Provide learners with multiple means of action and expression.



This helps your students be goal-oriented and strategic. Instructors can do this by:

- Guiding students' goal-setting, planning, and progress monitoring
- Offering students multiple ways to communicate their learning or their confusion
- Optimizing students' access to tools and technologies that may help them express learning or raise issues

Center for Applied Special Technology. (2015). About UDL. Retrieved from <http://www.cast.org/our-work/about-udl.html#.V74F4HrBIM>

Principles from National Center on Universal Design for Learning. (2014, November 12). Universal design for learning guidelines. Retrieved from http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice

ENGAGEMENT: Universal Design for Learning Principle

Universal Design for Learning (or UDL) is a way to "improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2015). UDL considers the why, what and how of students' learning.

One way to integrate universal design principles into your classroom is to provide learners with multiple means of **ENGAGEMENT**. This particular UDL approach offers diverse ways for learners to be involved with course content, their peers, and the instructor. By building in different engagement opportunities, you can help learners see the relevance of disciplinary knowledge in their academic, professional and personal lives.

TEACHING STRATEGIES

From the National Center on UDL, 2014

Multiple means of engagement can help different groups of learners in different ways without watering down learning outcomes. Not every strategy will work in every classroom, or for every subject area—find the ones that you are comfortable with and that work for your discipline and learners.

1. Build in opportunities for learners to provide their input on how classroom tasks are designed.

- Ask for periodic, informal feedback on whether students see class activities as relating to their attainment of course outcomes.
- Provide students with opportunities to research, understand, and teach their peers about course concepts and topics.
- Let students decide whether certain tasks (i.e., discussions) will occur online or face-to-face.

2. Include variety in classroom activities to integrate learners' different experiences, identities, backgrounds and cultures.

- In example scenarios or problems, use a variety of names, settings, or cultural references.
- Invite students to share their experiences, but don't ask a student to "represent" a group.
- Ground classroom activities in a variety of social, professional or cultural contexts beyond the classroom.

3. Build activities that ask learners to engage with a "real" audience and have a clear real-world purpose.

- Use experiential learning strategies to highlight the relevance of course content.
- Ask students to identify the potential real-world audiences or applications they see in their work.
- Share examples of past students' coursework and how it met learning outcomes while being authentic to real-life situations.

4. Divide long-term course or assignment goals into smaller short-term objectives.

- Break final projects into stages that students can develop and receive feedback on throughout the course.
- Link existing tasks into an overarching task to help students see content connections.
- Ask students to break an assignment into manageable parts with a timeline for completion.

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Broader principles from: National Center on Universal Design. (2014). Principle 3: Provide multiple means of engagement. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines/principle3>

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5. Require learners to reframe course objectives into their own personal learning outcomes.	<ul style="list-style-type: none">• Begin the course by prompting learners to align course outcomes with their own goals.• Connect course outcomes to specific tasks and have students share how well they met these outcomes at the conclusion of these tasks.• Wrap up the course by asking students to reflect (in writing, in discussion, or video) on how the outcomes impacted their personal learning.																																																																														
6. Construct linked tasks with varying degrees of difficulty that require learners to work toward similar course goals or outcomes.	<ul style="list-style-type: none">• Build small (e.g. activities) and large (e.g. papers, exams) tasks that address course outcomes.• Vary activities—easy to difficult, difficult to easy, or a variety of challenges—within a course session / time period.• Use constructive alignment to link all learning activities to course outcomes.																																																																														
7. Give learners feedback frequently and in a timely manner.	<ul style="list-style-type: none">• Provide feedback using rubrics - this may expedite assessment while clearly indicating students' progress.• Stagger an assignment's due dates if possible to reduce feedback load.• Pair students to provide formative peer feedback based on a rubric or task guidelines.																																																																														
8. Give learners resources to help them cope with "subject phobias."	<ul style="list-style-type: none">• Share support tools, such as department/campus tutoring or coaching, writing center, library help, and online resources.• Emphasize a growth mindset, replacing "I'm not good at X" with "I'm still learning about X."• Share concrete, discipline-specific examples of how past students have coped with challenging learning situations or experiences.																																																																														
<div>Other UDL practices that are especially helpful to learner groups often challenged by traditional classroom styles.</div> <table><tr><td></td><td>auditory impaired</td><td>students with anxiety</td><td>cognitively impaired</td><td>English language learners</td><td>extroverts</td><td>introverts</td><td>international students</td><td>non-traditional students</td><td>under-achieving students</td><td>non-proficient readers</td><td>visually impaired</td><td>working students</td></tr><tr><td>1. Create text-based resources that learners can vary the size of text.</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td></tr><tr><td>2. Provide text or spoken equivalents of images, graphics, videos, or animation.</td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>3. Use visual (read: non-language based) resources to clarify vocabulary terms.</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td><td>✓</td><td></td><td></td></tr><tr><td>4. Use a variety of familiar contexts to ground new concepts, or ask learners to situate key ideas in their own contexts.</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>5. Highlight to learners the connections between any information provided as a text and the accompanying representation (e.g. image, video, diagram)</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr></table>			auditory impaired	students with anxiety	cognitively impaired	English language learners	extroverts	introverts	international students	non-traditional students	under-achieving students	non-proficient readers	visually impaired	working students	1. Create text-based resources that learners can vary the size of text.											✓		2. Provide text or spoken equivalents of images, graphics, videos, or animation.			✓					✓	✓	✓	✓		3. Use visual (read: non-language based) resources to clarify vocabulary terms.	✓			✓			✓			✓			4. Use a variety of familiar contexts to ground new concepts, or ask learners to situate key ideas in their own contexts.				✓			✓	✓				✓	5. Highlight to learners the connections between any information provided as a text and the accompanying representation (e.g. image, video, diagram)	✓		✓	✓			✓		✓	✓	✓	
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REPRESENTATION: Universal Design for Learning Principle

Universal Design for Learning (or UDL) is a way to "improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2015). UDL considers the why, what and how of students' learning.

One way to integrate universal design principles into your classroom is to provide learners with multiple means of **REPRESENTATION**. This particular UDL approach focuses on giving learners to, content in a variety of formats. By providing key information in different ways, you can help your learners build important disciplinary knowledge and develop ways of thinking about course content.

TEACHING STRATEGIES

Multiple means of representation can help different groups of learners in different ways without watering down learning outcomes. Not every strategy will work in every classroom, or for every subject area—find the ones that you are comfortable with and that work for your discipline and learners.

1. Pre-teach important vocabulary terms in ways that connect to prior knowledge.

- Offer a glossary of key terms at the beginning of the course, unit, or week.
- Link to online resources where students can find definitions of key terms (e.g. subject encyclopedia through the library).
- Assign key vocabulary terms to students and ask them to teach these terms to the class.

2. Give learners resources like videos, animations and simulations that they can control in sound and speed.

- Record your lectures for students to review later using easy software such as Panopto.
- Use video resources available through OU Libraries or simulations on merlot.org as appropriate.
- Ask students to find and share helpful resources on the open web that may be useful for others.

3. Provide transcripts for video clips.

- Use a free subtitle tool—such as amara.org, dotsub.com, or subtitlehorse.com—to caption videos. Be sure to review any automatically-generated transcripts and correct errors!
- Upload PDF transcripts of any videos in Moodle or link to them with video content.
- Provide videos through OU Libraries' resources, where captions and transcripts are included.

4. Highlight relationships between important components or ideas.
(e.g. transition words in a text, links between ideas in a concept map)

- Use a concept map to highlight relationships between course ideas throughout the semester.
- Provide short videos that emphasize or highlight relationships between course concepts, especially when introducing new ideas.
- Have students respond to in-class or online prompts that ask them to connect key ideas or themes.

Broader principles from: National Center on Universal Design. (2014). Principle 1: Provide multiple means of representation. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines/principle1>

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5. Point out the structural elements of a text to learners.

- Annotate and highlight a text and share it with learners as a PDF for review and reference.
- Design class activities that scaffold students' understanding of disciplinary text features with decreasing levels of instructor support.
- Provide short videos that highlight key text features for review and reference.

6. Support learners in accessing and using multiple representations of the same information. (e.g. formulas, word problems, graphs that reinforce the same ideas)

- Record lectures using Panopto, Camtasia, or WebEx, and share recordings in Moodle.
- Provide links to text resources that address the same ideas and content for varying levels of learners.
- Use a variety of quantitative representations to demonstrate a single statistical or numerical concept (e.g. map, table, graph, formula).

7. Chunk information into smaller content to help learners develop their knowledge.

- Dissect course content into segments that can construct topical / conceptual units within a class. Explicitly highlight the connections between these content chunks.
- Use Moodle tools—such as the book resource or lesson activities—to paginate or break up content.
- Break content into 15-minute chunks, with clear start/end points and short mental/physical breaks.

Other UDL practices that are especially helpful to learner groups often challenged by traditional classroom styles.

	auditory impaired	students with anxiety	cognitively impaired	English language learners	extroverts	introverts	international students	non-proficient readers	non-traditional students	under-achieving students	visually impaired
1. Create resources with text that can be resized.											✓
2. Provide text/spoken equivalents of visuals.						✓	✓	✓		✓	
3. Use physical objects to show perspective/interactions.	✓			✓			✓	✓			
4. Hyperlink/footnote content.			✓	✓			✓	✓		✓	
5. Use visual resources to clarify vocab.	✓			✓			✓	✓			
6. Highlight connections between text and visual representations.	✓		✓	✓			✓	✓		✓	✓
7. Use many cultural contexts to ground new concepts.				✓			✓		✓		

ACTION & EXPRESSION: Universal Design for Learning Principle

Universal Design for Learning (or UDL) is a way to "improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2015). UDL considers the why, what and how of students' learning.

One way to integrate universal design principles into your classroom is to provide learners with multiple means of **ACTION & EXPRESSION**. This particular approach focuses on offering learners diverse ways to express their understanding and skill development as a result of course experiences. By providing a number of ways for learners to demonstrate their new knowledge, you can help them to more fully attain course outcomes.

TEACHING STRATEGIES

Multiple means of action and expression can help different groups of learners in different ways without watering down learning outcomes. Not every strategy will work in every classroom, or for every subject area—find the ones that you are comfortable with and that work for your discipline and learners.

1. Create materials that allow learners to interact with the content at their own paces (e.g. rewind, fast forward, pause).

- Use video content through OU Libraries, other educational repositories, or freely available online that students can control playback speed.
- Supplement any video content with text content (e.g. transcript, captions).
- Include section breaks during long breaks, or indicate stopping points if students need a break.

2. Build opportunities for learners to communicate their knowledge in a variety of formats where appropriate and relevant.

- Create tasks that can be done in writing or through presentation (e.g. in-class/online presentations).
- Supplement writing assignments with presentation-based tasks where students can demonstrate learning through speaking.
- Allow students to pre-record presentations so they can refine their work.

3. Provide learners with many examples of ways to solve problems or address issues with real-life and academic examples.

- Begin or end class sessions with instances of disciplinary knowledge being used to solve real issues.
- Pose problems to student and ask them to identify innovative ways others have solved them.
- Share how you apply your disciplinary knowledge in authentic situations, or ask students to write or speak about their experiences with course content *outside* of the classroom.

4. Give feedback in different formats.

- Use free screen capture tools like Jing (techsmith.com/jing) or Screencast-o-matic (screencast-o-matic.com) for screen- and audio-recorded feedback.
- Use free tools, like Audacity (audacity.sourceforge.net), to give audio feedback.
- Offer synchronous sessions through WebEx in Moodle to meet with students to discuss progress.

5. Provide graphic organizers or templates that learners can use to organize course content and information.

- Use templates provided through free websites (studenthandouts.com/graphic-organizers/) to build graphic organizers for students to use as they work toward course outcomes.
- Share anonymized student work (with permission) to illustrate task / course outcomes.
- Scaffold student tasks at course outset and gradually remove this support as the course progresses.

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6. Pose questions to learners that ask them to reflect and self-monitor progress.

- Ask students to reflect on their learning at the end of each class (e.g. exit slip, feedback form).
- At key points, prompt students to consider how they've met the course outcomes.
- Create a task that asks students to regularly reflect on their learning, such as a reflection journal.

7. Share checklists and guides for note-taking with learners.

- Provide lecture outlines in advance of or after class sessions so students can review content.
- Build note-taking abilities by providing students with progressively less-structured note guides.
- Share note-taking methods, such as Cornell Notes for effective note-taking (coe.jmu.edu/learningtoolbox/cornellnotes.html).

8. Assess student work using checklists and scoring rubrics, and share examples of annotated student work with learners.

- Create scoring rubrics that students can use to work toward course outcomes.
- Align course outcomes with all categories on task rubrics or checklists.
- Offer anonymous examples of past students' work (with permission), and highlight successful work toward course outcomes.

Other UDL practices that are especially helpful to learner groups often challenged by traditional classroom styles.

From the National Center on UDL, 2014

	auditory impaired	students with anxiety	cognitively impaired	English language learners	extroverts	introverts	international students	non-proficient readers	non-traditional students	under-achieving students	visually impaired
1. Use online discussion tools.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
2. Have students create mind maps to structure understanding.		✓		✓			✓	✓		✓	
3. Give time/effort/difficulty estimates.		✓		✓	✓	✓	✓	✓	✓	✓	
4. Reiterate objectives and outcomes and connect activities to these learning goals.		✓	✓	✓			✓	✓		✓	
5. Prompt students to "stop and think" or "show and explain."		✓		✓		✓	✓			✓	
6. Use technology that is compatible with screen readers.	✓		✓	✓			✓	✓			✓
7. Share alternative keyboard options.	✓		✓	✓			✓				
8. Allow students to use technology tools (text-to-speech software, translation tools).	✓		✓	✓			✓	✓	✓	✓	✓

Broader principles from: National Center on Universal Design. (2014). Principle 2: Provide multiple means of action and expression. Retrieved from <http://www.udlcenter.org/aboutudl/judguidelines/principle2>

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Universal Design for Learning: Classrooms that Support International and English Language Learners

Universal Design for Learning (or UDL) is a way to "improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2015). UDL considers the why, what and how of students' learning.

While postsecondary classrooms are becoming increasingly diverse in many ways, international and English language learning students represent a growing sub-population. While universal design for learning (UDL) strategies can lower barriers and increase access for all learners in your classroom, these tactics can specifically help those students who may have to surmount cultural and language barriers in particular.

TEACHING STRATEGIES: *Not every strategy will work in every classroom, or for every subject area—find the ones that you are comfortable with and that work for your discipline and learners.*

ENGAGEMENT

You can provide international or English language learners multiple means of engagement in the following ways:

- Encourage opportunities to use learners' own culture and experiences in the classroom -- use this cultural diversity to compare/contrast other cultures
- Broaden the examples provided to highlight applicability in a range of cultures and countries
- Approach your classroom with a pluralistic attitude instead of an ethnocentric one
- Have a knowledge of, and respect for, cultural differences; this may include asking learners what their traditions and practices are without asking them to represent for their cultural or ethnic group
- Provide learners with opportunities to share their cultural norms or experiences, but don't single them out
- Offer learners feedback that focuses on mastering course outcomes or assignment objectives
- Provide a range of activities (e.g. individual, paired, group) for both in-class and out-of-class learning tasks
- Develop a "buddy system" for all learners in a class -- identifying a "go-to" peer may help students feel less intimidated asking questions, discussing issues, or inquiring about expectations/norms

REPRESENTATION

You can provide international or English language learners multiple means of representation in the following ways:

- Record class sessions/lectures for learners to review
- Provide access to translation materials
- Provide access to text-to-speech technology
- Offer definitions for vocabulary, key definitions, simplified terms, and examples
- Use visuals and icons when describing key concepts
- Use videos to illustrate key ideas or as supplementary resources to text-heavy content
- Provide learners with scaffolds to build their thinking, such as flow charts, outlines, or diagrams,
- Offer reading materials on key course concepts at beginning, intermediate, and advanced levels
- Be careful in using culturally-situated metaphors, sarcasm, or in referencing assumed knowledge
- Offer learners resources that may help illuminate culturally-different knowledge (i.e., OU Libraries' Using and Citing Sources tutorial on plagiarism)
- Provide study resources for learners, such as study guides or old course documents (assessments, rubrics, syllabi) available electronically or on course reserve at OU Libraries
- Share study techniques / strategies to foster critical thinking over rote memorization

Universal Design for Learning: Classrooms that Support International and English Language Learners

TEACHING STRATEGIES *(continued): Not every strategy will work in every classroom, or for every subject area—find the ones that you are comfortable with and that work for your discipline and learners.*

EXPRESSION

You can provide international or English language learners multiple means of expression in the following ways:

- Provide learners variable time to submit work
- Provide learners variable time for exams
- Build in opportunities for feedback and revision
- Aim for mastery – allow learners to attain course outcomes in several small assignments that build their knowledge and skills
- When appropriate, provide learners with alternatives to long written assignments
- Unless a course's learning outcomes include attaining grammatical and spelling mastery, limit the points assigned to these areas
- Provide learners with a range of assessment types, not just writing-based tasks

For additional strategies on approaching your teaching from a UDL perspective, visit
oakland.edu/cetl/ou-teaching-initiatives/

APPENDIX E: Overview of Provost’s Evidence of Teaching Effectiveness 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.

APPENDIX F: Provost's Evidence of Teaching Effectiveness Initiative Task Force Quick Note and Update of Task Force 1 Year Progress

The Center for Excellence in Teaching and Learning

Provost's Evidence of Teaching Effectiveness Initiative Task Force 1 – 2016-2017 (Year 1) Update

The Provost's Evidence of Teaching Effectiveness Initiative at OU has been created to explore and examine research-based best practices for the evaluation of teaching (formative and summative). The goals are:

Task Force 1 – Redesign "Course Evaluation" Develop recommendations using research-based practices in designing and implementing "End-of-Course Student Feedback Surveys" (often referred to as "Course Evaluations").

Task Force 2 – Design Other Measurements for Teaching Effectiveness Develop recommendations for multiple measures and triangulation of other evidence to teaching effectiveness for formative and summative evaluation.

DISCUSSION AND POTENTIAL RECOMMENDATIONS FROM TASK FORCE 1 – 2016-2017 (Year 1)

These recommendations will be a starting point of discussion with the larger OU community.

1. Determined possible name of survey for OU – "End-of-Course Student Feedback" (ESF) survey.
2. Create a survey that will include both campus-wide core questions and additional questions customized by schools, departments, individual faculty, online and demographic.
3. Design a survey that will include both "rating" questions and open-ended comments.
4. Set consistent "rating" scale – 1-5 with 5 being the highest/top rating.
5. Design survey to include campus-wide questions about instructor/instruction and course plus format (e.g. online) and student demographics.
6. End of Year 1 – selected a tentative list of 12 core rated questions including 8 instructor/instruction and 4 course-related questions + 3 open-ended.
7. Online survey system – Distribute, analyze and review ESF surveys online.
8. Create a plan to increase online response rates (e.g. for face-to-face classes, students have time in class to complete online survey, reminders sent out, survey open for 7-10 days).
9. Develop a system that includes a "contextual narrative" where faculty can respond online to survey with brief explanation of results (e.g. new method used, switched to online, much larger class size than usual).
10. Ongoing discussion and problem-solving of opportunities and challenges involving ESF survey.

FUTURE ACTION PLANS

1. Recommendations for policies
2. Recommendations for procedures
3. Recommendations of what we want in "survey"
4. Resources that we will need
5. "System" requirements and call for vendors
6. Communication plans
7. Pilot testing and focus groups
8. Select demographic and online questions
9. Potential issues and challenges to address
10. Timeline

The Center for Excellence in Teaching and Learning

INITIATIVE TASKS This long-term project (3-5 years) will require ongoing conversations to enhance our teaching culture and the development and implementation of our recommendations. Actions in Year 1:

- Meetings with Provost and task force co-chairs (2014–ongoing)
- Review of literature; data from wide range of institutions
- Faculty focus group (W 2016)
- Chair Survey (S 2016)
- Task Force 1 meetings (F 2016–W 2017; S 2017)
- CETL workshops (F 2016)
- Chair Forum, Student Forum (F 2016)
- CETL Quick Notes and resources on web (F 2016)
- Explaining Initiative to committees (Deans' Council, Academic Council, Chairs, TLC)
- Team held open conversation with Provost
- Teams determined potential list of core questions (W 2017)
- Group discussion and selection of potential core survey questions (W 2017)

CURRENTLY AT OU

- 50% are called "course evaluations," the remainder use different names for the surveys
- More than 25 different surveys with varying questions
- Most have a combination of ratings and comments; a few departments have only comments
- Most have 1-5 ratings with 5 being the top, a few units have 1 as the top rating
- Varying methods: paper-pencil, Scantron, four different online systems
- Information dissemination and use ranges greatly
- Range in other evidence being used to assess teaching
- 50% of chairs not fully satisfied with their feedback survey

RESEARCH ON EVALUATING TEACHING

- "Course Evaluations" (End-of-Course Student Feedback Surveys) provide important information about student perception and satisfaction; however, students do not "evaluate" teaching. These surveys should be only part of the assessment of teaching.
 - Triangulation of Evidence – multiple measures should be used to make summative decisions (e.g. End-of-course Student Feedback Surveys, peer observations, scholarship of teaching and learning (SoTL), faculty development, teaching portfolio (narrative, syllabus samples, assignments, program or course redesign, course development, awards, mentoring/advising).
 - Student ratings can be affected by numerous factors (e.g. gender, race, type of course, size of class).
 - Large percent of institutions are currently, or have recently, engaged in a similar process. Most are moving toward fully online surveys and recommending that triangulation of evidence is needed.
- Arreola, 2007; Benton & Cashin, 2014; Berk, 2013, 2008; Blumberg, 2014; Buller, 2012; UM Center for Research in Learning and Teaching, 2012; Centra, 1993; Chism, 2007; Hativa, 2013; Seldin, 2006*

Task Force 1 Membership

Met twice a month in 2016-2017, with additional team meetings.

Judy Ableser (committee co-chair)	Director	CETL
Susan Awbrey (committee co-chair)	Senior Assoc Provost	Office of the Provost
Felicia Chong	Asst Professor	CAS, Writing & Rhetoric
Heidi Lyons	Assoc Professor	CAS, Sociology
Jay Meehan	Professor	CAS, Sociology
Darrell Schmidt	Professor	CAS, Mathematics
Keith Williams	Assoc Professor	CAS, Psychology
Anica Bowe	Asst Professor	SEHS, Teacher Development
Jennifer Matthews	Asst Professor	SEHS, Counseling
John McEneaney	Professor, Chair	SEHS, Reading & Lang Arts
Addington Coppin	Professor	SBA, Economics
Amy Rutledge	Special Instructor	SBA, Management Information Systems
Darrin Hanna	Assoc Professor	SECS, Electrical & Computer Engineering
Beth (Qian) Zhou	Assoc Dean	SECS, Computer Science & Engineering
Karen Dunn	Assoc Professor	School of Nursing
Deana Hays	Director	School of Nursing
Sara Arena	Asst Professor	School of Health Sciences
Kristin Landis- Pisowar	Assoc Professor	School of Health Sciences
John Coughlin	Senior Systems Analyst	e-Learning & Instructional Support
Shaun Moore	Director	e-Learning & Instructional Support
Reuben Ternes	Asst Director	Institutional Research
Jessica Walukonis	Student Rep	OU Student Congress