

CETL

Center for Excellence in Teaching and Learning

OAKLAND
UNIVERSITY

THIRD ANNUAL REPORT 2014-2015



Prepared by Judith Ableser, Ph.D – CETL Director
with support from
Suzanne Flattery, Christina Moore and Victoria Kendziora

OAKLAND
UNIVERSITY™

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

THIRD ANNUAL REPORT – 2014-2015

PART I – CETL Overview

• Executive Summary	5
• Purpose of Third Annual Report	7
• Mandate – Programs and Services	7
• Goals for 2014-2015	9
• Achievement of Goals.....	9
• Staff and Faculty Fellow	11
• Organizational Chart.....	13

PART II – Faculty Development

• New Initiatives and Highlights	14
○ Graduate Teaching Series	14
○ Comprehensive Consultation on DFWI Grant.....	15
○ Coffee and Conversation with President and Provost.....	15
○ Working with Provost’s Office on Teaching Effectiveness.....	15
○ Quick Notes: Higher Education Guidelines	17
○ Instructional Videos.....	17
○ Workshop Series and Certificates	18
○ P4 Research and Research Workshop Series.....	18
○ Administrative Assistants Lunch	18
○ Communicating with Chairs.....	19
○ Voice on Strategic Planning	19
• Consultations	20
• Workshops.....	21
• Coffee and Conversations.....	26
• Faculty Development Institutes.....	27
○ Mentoring Emerging Faculty	27
○ High Impact Practices	28
• Learning Communities.....	29
• New Faculty Support	32
○ New Faculty Orientation.....	32
○ Handbooks.....	33
▪ New Faculty Handbook.....	33
▪ Social Guide	33
○ New Part Time Orientation.....	34

○ New Faculty Breakfast	34
• Instructional Fair	35
• Social Hours	38

PART III – Resources

• Conferences	39
○ Ninth Annual Conference on Teaching and Learning	39
○ The Lilly Conference on Teaching and Learning	41
• Grants	42
○ Excellence in Teaching/SoTL	42
○ High Impact Practices Grant	45
○ DFWI Grant	45
• Collections	48
○ Virtual Resources	48
○ Teaching Tips and Teaching Tip Book	48
○ 5-Minute Instructional Videos	50
○ Teaching and Learning Modules	50
○ Recordings and PowerPoints	50
○ Library Resources	50

PART IV – Promoting Teaching and Learning

• CETL Advisory Board	51
• Faculty Fellow	52
• Students for Excellence in Teaching and Learning	52
• Collaboration with e-LIS	53
• Collaboration with Senate Committee on Teaching and Learning	53
• Collaboration with OUWB School of Medicine	53
• Promotion and Marketing	54
○ Website	54
○ Facebook	55
○ Brochure	56
○ e-Blasts	57
○ Newsletters	58
○ Friday Announcements	59

PART V – Conclusions

• Future Goals	60
• Acknowledgements	61

PART VI – Appendices

• Appendix 1: Graduate Teaching Series – Mid-Year Feedback	62
• Appendix 2: Graduate Teaching Series – Year-End Feedback	63
• Appendix 3: Consultation Request by Rank/Department.....	64
• Appendix 4: Consultation by School/College.....	64
• Appendix 5: Consultation by CAS Departments	65
• Appendix 6: Workshop/Session Participation	66
• Appendix 7: Workshop/Session Participation by Unit.....	68
• Appendix 8: Workshop/Session Participation by Rank/Position	70
• Appendix 9: Workshop Ratings.....	71
• Appendix 10: Mentoring FDI – Mid-Year Feedback.....	72
• Appendix 11: Mentoring FDI – Year-End Feedback	73
• Appendix 12: HIP FDI – Mid-Year Feedback	74
• Appendix 13: HIP FDI – Year-End Feedback.....	74
• Appendix 14: New Faculty Orientation – Participation	75
• Appendix 15: New Faculty Orientation – Feedback	76
• Appendix 16: Call for Teaching Excellence Grant	78
• Appendix 17: Proposal for Increased Collaboration Between e-LIS & CETL ...	82

PART I – CETL OVERVIEW

EXECUTIVE SUMMARY

The Center for Excellence in Teaching and Learning (CETL) at Oakland University has now been fully operational for three 1/2 years. The Center provides support and services for all faculty, and instructors across the campus aimed at enhancing and recognizing excellence in teaching and learning. This year we have expanded to provide support for graduate students and professional staff.

The Center provides **faculty development** including such programs as consultations, workshops, coffee and conversations, faculty learning communities, faculty development institutes, mentoring, new faculty orientations, instructional fairs and conferences. In addition, **resources** such as funding for conferences, teaching grants, and library resources are offered. Finally, the Center **promotes and recognizes** the value of teaching and learning at Oakland University.

CETL continues to reach more faculty, instructors and graduate students. From August 2014 through July 2015, **CETL provided 108 confidential consultations** to individuals and departments. This was almost double the consultations provided last year. CETL offered 36 workshops, and 11 coffee and conversations. **This year 903 attended the workshops and coffee and conversations, representing 410 different faculty/instructors from all of the schools and each department within the college.** During the previous year, 675 attended our sessions. This is another significant increase in participation. Four Learning Communities ran throughout this academic year. We successfully implemented two Faculty Development Institutes over the course of the year (Mentoring Emerging Faculty and High Impact Practices). Nineteen faculty were sponsored to attend the Lilly Teaching and Learning Conference in Traverse City including 8 faculty who presented at the conference. At the New Faculty Orientation we awarded two new faculty the opportunity to attend the Lilly Conference. **Five Excellence in Teaching Grants were awarded to three full-time and two part-time faculty for a total of \$15,000.** In addition, CETL provided support for the High Impact Practice Grants and the DFWI grant that was awarded through the **Senior Associate Provost.**

The major initiatives and highlights of this past year included a year-long Graduate Student Series for Teaching Assistants and those interested in becoming future faculty. Additional highlights/initiatives included the in-depth consultation on the DFWI grant, working with the Provost's Office on discussions regarding course evaluations and evidence of effective teaching, hosting the Provost and President at two Coffee and Conversations, and creating a series of

“Quick Notes” for faculty reference. **CETL continues to be proud of the Weekly Teaching Tips and Teaching Tip Collection that have been created.** Finally, CETL has been actively involved with the Oakland University Strategic Planning process including providing input and feedback to the Committee and serving on the Goal #1 Sub-committee.

CETL continues to grow and flourish. After 3 years of full time operation, CETL is an integral part of the Oakland University culture.

PURPOSE OF THIRD ANNUAL REPORT

The purpose of this third annual report is to outline the programs and services that CETL has developed and implemented during the third year of full time operations (August 2014 through June 2015).

MANDATE

The Center for Excellence in Teaching and Learning's mission is:

- 1) To support faculty efforts to improve teaching by creating learning environments in which our diverse student body achieves maximal learning potential.
- 2) To promote a culture throughout the university that values and rewards effective teaching, and respects and supports individual differences among learners.

CETL offers the following supports and services¹:

Faculty Development

- Individual Consultations – confidential support for faculty/instructors to address concerns or issues and to advance teaching and learning
- **Comprehensive Consultations- year long support**
- Departmental Consultations – program and faculty development
- Workshops – regular workshops on a range of innovative practices and effective strategies
- **Workshop Series with Certificates**
- **Graduate Student Year-long Series for Teaching Assistants and those interested in becoming Future Faculty**
- Faculty Development Institutes – ongoing training and coaching series
- New Faculty Orientations – welcoming both part-time and full-time faculty to their new university home
- Mentoring Early Career/Emerging Faculty – ongoing individual and cohort support for new/emerging faculty
- Supporting Adjunct and Part-time Lecturers and Graduate Students
- Coffee and Conversations – informal discussions on interest topics
- Learning Communities – cohort groups comprised of faculty, professional staff and graduate students, that focus on one area of teaching and learning over an 18 month period
- Virtual Training – Online Training Modules

¹ **bolded items are new/revised initiatives for this year**

Resources

- Conferences – Organized and implemented the Eighth Annual Teaching and Learning Conference
- Grants, Stipends, Scholarships
- High Impact Practice Grant – oversaw the development and implementation of the Senior Associate Provost's Grant
- Library – a lending library of books, resources and online articles and videos
- Weekly Teaching Tips – eSeries sent out to faculty that offers an easy-to-implement teaching tip in infographic form, with a full version offered at oakland.edu/teachingtips
- Recordings of workshops
- **Quick Notes**
- **Instructional Videos**

Promoting Teaching and Learning

- Collaboration with Senate Committee on Teaching and Learning and e-Learning and Instructional Support (e-LIS)
- Recognition of Exemplary Teaching
- Faculty Fellows – Each academic year two exemplary faculty members are awarded this honor to provide support and expertise to the Center
- Students for Excellence in Teaching Forums (SET Forums)
- Scholarship of Teaching and Learning – emphasis on turning teaching innovations into evidence-based, circulated scholarship through faculty development institutes and online resources.
- **Exploration of Teaching Evaluations and Evidence of Teaching Effectiveness with the Provost's Office**
- **Involvement with the OU Strategic Plan- subcommittee #2**
- **Monthly Communications with Chairs and Department Directors**
- **Collaborations with eLIS, Student Support Services and Research**

GOALS for 2014-2015

Based on the CETL survey, feedback from workshops, input from Advisory Board and from the campus at large, CETL's goals and new initiatives for 2014-2015 included:

1. Continue to provide the quality programs and services that have been established.
2. Develop a program to support graduate students/teaching assistants.
3. Begin to work more with individual departments meeting needs of different disciplines.
4. Continue to promote and enhance virtual training and resources.
5. Work with Academic Affairs and the Provost's Office on their initiative to revise the teaching evaluation system on campus.
6. Continue to enhance the scholarship of teaching and learning across campus.

ACHIEVEMENT of GOALS

1. Continue to provide the quality programs and services that have been established.
Successfully achieved- ongoing programs and services continue and expanded. Significantly more participation in workshops and consultations this past year.
2. Develop a program to support graduate students/teaching assistants.
Successfully achieved- developed and implemented a year-long series for Graduate Students (met monthly) focus of program was on the role of a teaching assistant and becoming a future faculty member. Our Faculty Fellow ran a program with two cohorts in the fall and combined into one cohort in the winter.
3. Begin to work more with individual departments meeting needs of different disciplines.
Successfully achieved- created monthly letters and updates for all chairs. Met with 10 different department/schools to assist with internal projects or department goals.
4. Continue to promote and enhance virtual training and resources.
Successfully achieved- continued to provide recordings and access to Power-Points of all workshops. Sent out weekly teaching tips. Created Quick Notes and short Instructional videos.

5. Work with Academic Affairs and the Provost's Office on their initiative to revise the teaching evaluation system on campus.

Ongoing- worked with Provost's Office in discussion of teaching evaluations and evidence of teaching effectiveness. Researched best practices. Created samples, guidelines and procedural steps for review. Provost suggested that this goal be part of the OU Strategic Plan. Working on Subcommittee Goal #1.

6. Continue to enhance the scholarship of teaching and learning across campus.

Successfully achieved- created resources on website with numerous links and sources for SoTL. Continued to promote SoTL through Teaching Grants and Learning Communities. Discussion at Strategic Planning Committee involving value of SoTL.

STAFF and FACULTY FELLOW

The Center is staffed with a full-time director and a full-time assistant. In addition, we have a part-time media manager and accounting clerk. This year we had one faculty fellow and one summer student assistant.

The Director reports to the Provost's Office.



Judith Ableser, Ph.D. is the **Director for the Center for Excellence in Teaching and Learning**. She is passionate about teaching and learning and working with faculty. Her Ph.D is in Curriculum and Instruction from Wayne State University. She is a tenured Associate Professor in the School of Education and Human Services. Prior to coming to OU in December 2011, 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. She was an assistant professor at the University of Windsor before working at UM-Flint. 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
ableser@oakland.edu



Suzanne Flattery, Administrative Assistant, runs that daily operations of the CETL office. In addition, she is responsible for all programming set-up and oversight.

You can reach Suzanne at:
(248) 370-2466
fax: (248) 370-4106
flattery@oakland.edu

Part-Time Staff



Christina Moore, Media Manager, began in the summer of 2013. She oversees the website, marketing and promotions, recording all workshops, sending out weekly e-blast schedule of events, and weekly infographic teaching tips. She was actively engaged in developing and implementing materials for the Oakland-Windsor Teaching and Learning Conference. She is a Special Lecturer in the Department of Writing and Rhetoric at Oakland University, who works with first-year students and best practices and retention in online education.

You can reach Christina at:
(248) 370-2499
cmamoore@oakland.edu



Marian McClellan, Accounting Clerk, began in August 2013 as an account assistant in all areas of financial responsibilities and also assists in general operations of the Center

You can reach Marian at:
(248) 370-2466
mmcclell@oakland.edu

Faculty Fellow



Byungwon Woo is an Assistant Professor in Political Science at Oakland University. He joined Oakland after completing his Ph.D. at the Ohio State University in 2010. He teaches International Relations, International Political Economy, and International Organizations, and International Relations Capstone Seminar. He is particularly proud of his undergraduate students who have carried out independent research projects, presented them in professional conferences, and published them in academic journals. His main research focuses on international organizations and political economy. His articles have appeared in

Economics and Politics, International Interactions, International Studies Quarterly, and Political Science Research and Methods.

Summer Student

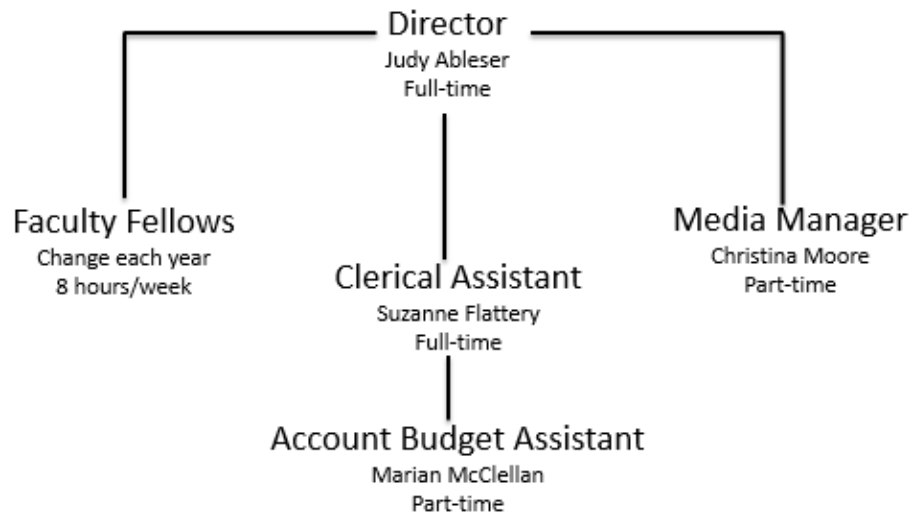


Victoria Kendziora, Media and Marketing Assistant, is taking over many of Christina's responsibilities while on maternity leave, such as overseeing the website, creating flyers, editing all handbooks, and helping to create our Teaching Tips Collection book. Victoria is going into her second year at Oakland majoring in elementary education.

You can reach Victoria at:
(248) 370-2499
vmkendziora@oakland.edu

The Center for Excellence in Teaching and Learning

Organizational Chart



PART II – FACULTY DEVELOPMENT

NEW INITIATIVES and HIGHLIGHTS

1. Graduate Teaching Series **

This year we developed and implemented a year-long series for Graduate Students who are teaching assistants or who want to become future faculty. The series was facilitated by Byungwon Woo, the Faculty Fellow. This initiative evolved from last year's graduate students' forum in which they indicated they would like to have a full year training series. We began with an Orientation in September where we outlined what would be provided throughout the year. We had significant initial interest with 65 students attending the two orientation sessions. Over 40 students indicated interest so during the fall we ran afternoon and evening sessions. The participation began to wane and during the winter semester, the two cohorts were combined into one, meeting in the evening. Topics ranged from how to plan and prepare for a course, lesson planning, grading, creating assignments, dealing with classroom issues/behavior problems such as sexual harassment, grading complaints, and micro aggression. During the winter the students engaged in mock teaching sessions and continue to develop their teaching repertoire. Both the mid-year and final feedback indicated that the students that completed the program were very satisfied and gained from the experience. The overall mid-term ratings were 4.33 for the day session and 4.75/5 for the evening session. The final ratings were 4.83/5. Comments included: "I feel prepared to teach my first course", and "It was an exceptional experience for Graduate Assistants."

Based on the success and need of this series, we plan to continue to offer it this coming year. Our goal is to eventually offer a four-credit series for graduate students in the future.

The Center for Excellence in Teaching and Learning presents

The Teaching Assistant Series Effective Teaching and Learning Practices

We encourage all teaching assistants and those interested in teaching in higher education to attend our first orientation session for an introduction to this 2014-2015 four-part series.

ORIENTATION
Thursday, September 18
5:00-6:30 p.m.
Dinner will be provided.
CETL Learning Studio, 200A Elliott Hall

Facilitated by
Byungwon Woo
Assistant Professor of
Political Science, CETL Faculty Fellow

Judy Ableser
Director of CETL

Series sessions will include

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

Attend the orientation to learn about this series. Dates of sessions to be determined based on availability.

Register at oakland.edu/cetl by clicking on Workshops

Figure: Grad Series Flyer

See Appendices 1 and 2 for the full Graduate Teaching Series feedback.

2. Comprehensive Consultations on DFWI **

One of the highlights this year for the Director of CETL was to have the privilege and opportunity to work closely with Keith Williams (Assistant Professor, Psychology) as he worked on his DFWI grant to reduce the number of “Ds”, “Fs”, “withdrawals” and “incompletes” in his introductory psychology course. Keith met with the Director for seven times during the course of the year. A full description of this grant and the results can be found on pages 47-51.

From CETL and the Director’s perspective this model of comprehensive consultation demonstrates how significant change can occur when there is time for such in depth support and commitment on behalf of the faculty.

3. Coffee and Conversation with President and Provost

Because both the Provost and President are new to the University, CETL thought it would be an interesting opportunity to invite each of them to speak on their views of teaching and learning during an informal Coffee and Conversation session. The provost met with a full house of faculty (24 is the maximum that can be accommodated in the Learning Studio) in March and the President met with us in April. This informal conversation not only allowed the faculty to get to know the Provost and President through a more personal venue, it also allowed the Provost and President to hear from the faculty. One interesting realization for the both the Provost, in particular, was that although he feels that teaching and learning is of equal value and importance as research, the faculty clearly indicated that although that may be the intention, that is not what is emphasized during the tenure process. Research holds a much stronger focus for tenure.

4. Working with Provost’s Office on Teaching Evaluations and Evidence of Teaching Effectiveness

At the request of the Provost, the Director of CETL researched and reviewed best practices in teaching evaluations and evidence of teaching effectiveness in order to discuss and address the current way in which teaching is evaluated through student course evaluations. Numerous recommendations were provided. After detailed conversations with the Senior Associate Provost and the Provost it was decided that this important task should be part of the Strategic Planning Committee in Goal #1.

A summary of findings on best practices recommend:

- Student surveys/course evaluations should only be viewed as one of many pieces of evidence of teaching effectiveness. Triangulation is needed to provide a robust picture of teaching effectiveness.

- Student surveys of teaching offer a student's perspective of their satisfaction with a course and/or instructor.
- It is suggested that student surveys/course evaluations be centralized (distributed and data summarized through a central office) but the departments are responsible for the reviews and recommendations to faculty.
- It is suggested that a set of effective research and evidence based questions be standardized across the university (6-12 questions) and then each department and/or faculty can add additional questions.
- It is suggested that a standardized way of collecting and recording data be used across campus (i.e. 5 is highest rating, 1 is lowest- in some departments 1 is currently the highest score)
- Protocol peer observations (with a rubric/checklist of criterion of teaching effectiveness) can be an effective additional piece of evidence
- Additional evidence of teaching effectiveness may include:
 - Teaching philosophy
 - Teaching dossier with narrative comments
 - Evidence of course development
 - Scholarship of Teaching and Learning
 - Participation in Faculty Development
 - Publications and Conference presentation on teaching and learning
 - Exit interviews with students
 - Student letters
- Centers for Teaching and Learning should be involved in formative feedback to help support the improvement of teaching and learning but should not be involved in Summative Evaluations. These should be done at the department/school level. Centers can provide guidance on effective ways in which to gather evidence.
- On-line teaching evaluations are the most economical and efficient way to collect and summarize data results
- Online teaching evaluations typically have a significantly lower return rate, although there are strategies to increase the response rate (i.e. for face-to-face

The Center for Excellence in Teaching and Learning Quick Notes presents

Mid-Semester Course and Instructor Feedback

INTRODUCE
Halfway through the semester, discuss with students that you would like to gather feedback on the course and instructor. Explain:

"The instructor will review this feedback to make reasonable, realistic changes for the remaining semester."

"While end-of-semester feedback is useful for the instructor and for future students, it does not benefit current students. Mid-semester feedback may help current students and let the instructor know what is going well."

COLLECT
Have students write down the answers to the following:

1. What does this instructor do effectively that is helping you be successful with your learning in this course?

2. What could the instructor do differently to help you learn more successfully in this course?

NOTE: This should be done anonymously. For online courses, create an anonymous function for responses, such as the survey tool in Moodle.

REVIEW AND ADDRESS
Review comments and address them in the next class by highlighting what are the perceived strengths and what are some concerns.

If you are not able to change some of the areas recommended as concerns (i.e. syllabus, course expectations), provide an explanation or rationale of why you cannot change them during the semester.

Highlight some changes that you will try to implement.

ADVANTAGES OF USING MID-SEMESTER COURSE FEEDBACK

- Shows interest and concern for students and their learning. Increases connections, creating community among learners.
- Can make simple, useful changes that can be helpful to students.
- Can provide rationale why certain things cannot be changed so they understand this prior to giving final course evaluation.
- May increase their willingness to complete final course evaluation later, if they feel their voice has been listened to while they were taking the course.

NOTE: If you do not intend to facilitate a discussion or addressing and address some of the comments, do not use this strategy as students will resent taking the time to do this and not having their voices heard.

OAKLAND UNIVERSITY
Judy Ableiter, Director for the Center for Excellence in Teaching and Learning at Oakland University.

Figure: Sample quick note

classes- students can bring in laptops and complete evaluations in class, reminders sent out)

5. Quick Notes: Higher Education Guidelines

This year CETL created ten “quick notes” which are one page summaries and recommended practices pertaining to a range of teaching and learning components. The list of quick notes developed include such things as: Reflective Practice; Mid-Semester Feedback; The Tenure Journey; and online Evaluations.

6. Instructional Videos

This year the Media Manager created several short instructional videos on YouTube to add to our virtual resources. Due to the demands on time by faculty, few fully engage in the detailed teaching and learning modules. Research suggest that short (1-5 minute) instructional videos are generally better utilized. The main one promoted this year is on Constructive Alignment: Goals, Objectives and Learning Outcomes. These videos, although short, take considerable time to develop and create. Our hope is that as CETL grows in staff we can devote more time to creating additional instructional videos.

Goals, Objectives and Learning Outcomes: Examples			
	GOAL	OBJECTIVE	LEARNING OUTCOME
GEOLGY	To develop knowledge, understanding and skills related to the recognition and interpretation of igneous and metamorphic rocks.	To explain the different magma geochemistries derived from partial melting of the mantle in different tectonic regime.	Students will demonstrate how magma geochemistry relates to partial melting of the mantle by contrasting the outcomes of this process in different tectonic regimes through the critical analysis of specific case studies.
ENGLISH	To introduce students to modes of satiric writing in the eighteenth century.	To familiarize students with a number of substantive eighteenth century texts. Students will be trained in the close reading of language and its relation to literary form.	Students will analyze the relationship between the language of satire to literary form by the close examination of a selected number of eighteenth-century texts in a written essay.
ENGINEERING	To introduce senior engineering students to design of concrete components of structure and foundation and the integration of them into overall design structures.	The student is able to function in teams.	Functioning as members of a team, students will design and present a concrete structure which complies with engineering standards.

Figure: Slide from instructional video

7. Workshop Series and Certificates

Beginning in the winter of 2015, CETL offered workshops in a series format. If faculty attended all in the series (usually 3-4) they would receive a certificate of participation. The series that we offered this past year included:

- Teaching with Technology
- Teaching in the STEM Disciplines
- Campus Behaviors
- Feedback and Recommendations
- Getting Your Research Moving in the Right Direction

8. P4 Research Learning Community and Research Series

One of the main goals of CETL is to provide support for new and emerging faculty. As outlined, we develop a comprehensive Faculty Handbook, orientations and mentoring programs. Although the main focus of CETL is on teaching and learning, we felt that it is important to support all aspects of new faculty transition into university life. During the mentoring sessions, numerous new faculty indicated that they are having challenges moving forward on their research. As an outgrowth of the new mentoring program, two new faculty facilitated a new learning community called “P4 Research: Peer Prevention of Procrastination of Research”. This group met throughout the winter and summer (and have now formalized into a learning community for next year). The group meets to share ideas on their research, provide feedback on drafts and encourage each other along the journey.

The group also indicated that they would like some additional support with their research so CETL collaborated with the Office of Research to provide a series of Research Workshops during the early summer. CETL organized the first session of a panel of 4 productive assistant professors who shared their stories and provided tips on moving forward with early research. The last two sessions were run by the Office of Research focusing on seeking grants, writing proposals, and the IRB process. All three sessions were very well received and appreciated.

9. Administrative Assistants Lunch Session

CETL is aware that the first person that faculty often interact with and ask for guidance is the department administrative assistant. For this reason we organized a lunch session and invited all administrative assistants to attend where we reviewed all the programs and services that CETL provide. We also provided them each with a copy of the New Faculty Handbook. Many indicated that they had no idea the range of supports that CETL provided and were very grateful for us clarifying many issues impacting new faculty.

10. Communicating with Chairs

One of CETL’s goals this year was to work more directly with departments on their needs. In order to promote this and to have ongoing communication with the chairs and program director’s the Director of CETL sent out a monthly update to all chairs. This communication helped chairs remember to encourage their faculty to participate in workshops and programs, to bring interview candidates for a tour of CETL and to seek out ways in which CETL could support the individual departments.

The following is a sample of such a communication

CETL

A message from the director

Dear Deans, Chairs and Program Directors

April 2015 Update

• As you hire new full and part-time faculty for next year, please have your administrative assistants send their contact information to Suzanne Flattery at sflattery@oakland.edu. We will be inviting them to attend the Oakland University New Faculty Orientations. We will begin with a series of pre-orientation workshops, for those who are in town, on Tuesday, August 4th to help them plan for their first semester. Orientation for new full time faculty this year will take place on the evening of Monday, August 24th for dinner and all day on Tuesday, August 25th. Orientation for new part-time faculty will take place on the evening of Wednesday, August 26th.

Please encourage your faculty to participate in the following:

- Feedback and Recommendation Workshop Series - 12:00 p.m. - 1:30 p.m. in 200A Elliott Hall. Lunch provided.
Register at: oakland.edu/cetl/workshop

Workshop Title	Date	Facilitator
Writing Effective Recommendations for Students and Faculty	Wed. April 1st	Christina Grabowski
Providing Effective Feedback for Students and Faculty	Thurs. April 9	Richard Sabina

- Coffee and Conversations on Teaching and Learning with the President
Monday, April 6
12:00 p.m. - 1:00 p.m. in 200A Elliott Hall
Register at: oakland.edu/cetl/cc
- Oakland - Windsor 5th Annual Teaching and Learning Conference
May 13th - 14th, 2015
Windsor information can be found at: <http://oleo.uwindsor.ca/oakland/index.php>
Registration is funded by the Provost's Office/CETL.
- Travel Grants up to \$1200 for attending the Lilly Conference on Teaching and Learning - Traverse City
October 15-17, 2015
CETL will fund up to 20 participants - Information, application can be found at:
<http://www.oakland.edu/cetl/resources?tab=26780>
- Learning Communities - for 2015-2016 are now forming.
Information can be found at: <http://www.oakland.edu/olc>
- Call for next year's Faculty Fellows. Please recommend and/or encourage faculty to apply to be a CETL Faculty Fellow next year. CETL Faculty Fellows details and information can be found at: oakland.edu/cetl/faculty/fellows.
Deadline is April 7th.
Please contact me at ajbleiser@oakland.edu for more information.

Respectfully,
Judy Ableiser
CETL Director
ajbleiser@oakland.edu 248-370-2455

200A Elliott Hall | Rochester, MI 48309-4401 | (248)-370-2466 | cetl@oakland.edu

11.Voice on Strategic Planning

In response to the initial Strategic Plan draft including the mission statement and three goals, the CETL Advisory Board submitted a response saluting them for recognizing the value of a robust teaching and learning environment and establishing it as the first goal. Some suggestions were provided regarding the wording and structure of some elements in the draft. A second set of suggestions were submitted later in the process. The director has been asked to sit on the sub-committee for Goal #1 for the Strategic Plan. It is the hope that this will lead to the opportunity to address the Teaching Evaluations and Evidence of Teaching Effectiveness.

**** indicates CETL Highlights**

CONSULTATIONS

Consultations this year represented a significant role at CETL. There were a total of 108 consultations including 98 individual consultations and 10 department/school consultations. This was more than double the previous year (53 consultations). There were a total of 82 different faculty/staff meeting for consultations. Some faculty met numerous times throughout the year to develop and work on projects. Each school participated in consultations, with CAS representing the most visits at 54. See Appendices 3 and 4 for a breakdown of the consultations by ranks/positions and by college and school.

TABLE: Type of Consultation Requests

Consultation Request	Count
Assistance with grant development	17
Program and Curriculum	16
Discussion of teaching practices	12
Classroom issues	12
Mentoring (not including FDI mentoring)	11
Observations and follow-up (4 +4)	8
DFWI	7
Student issues	6
Other	5
Reviewing course evaluations	4
Curriculum mapping	3
Assignment development	3
SoTL (Scholarship of Teaching and Learning)	2
Time management and organization	2
Total	108

WORKSHOPS

During fall 2014 CETL offered 15 workshops, 17 in winter 2015, and 4 in summer 2015. We selected sessions based on feedback and interest from faculty and relevant topics. Each year the foundational sessions (nuts and bolts) are provided for new faculty (and any additional faculty who are interested).

The workshops appeared to be better attended this year, particularly in the winter. This could be in part due to the fact that the previous winter (2014) was a very cold and snowy year and attendance does seem to be effected by weather. This year we had a total of 903 attend the workshops and sessions, representing 410 different participants. This is a strong increase from the previous year where we had a total of 675 participants attending our sessions. Appendices 6 – 8 list the breakdown of participants by rank, school/college.

Beginning this winter, we organized the workshops around themes/series. If faculty attended all workshops in a series, they were given a certificate of attendance. This past winter's themes focused on series including:

- Teaching with Technology
- Teaching in the STEM Disciplines
- Campus Behaviors
- Feedback and Recommendations

We continued to co-sponsor workshops with the WISE/STEM and with eLIS. In addition, this summer we co-sponsored a series of workshops with the Office of Research. Since CETL is very involved with mentoring of new faculty, we felt that a summer series helping them to move forward with their research would be productive. CETL organized, promoted and hosted the workshops and the Office of Research provided the content expertise and presentations.

Each fall we offer a series of "Nuts and Bolts" workshops that are aimed to help new and emerging faculty with foundational teaching competencies. These workshops are in conjunction with the mentoring program offered for new faculty.

TABLE: Fall 2014 Workshop Schedule

Title	Nuts & Bolts	Date	Facilitator
FDI – Orientation – Mentoring for Emerging Faculty	**	Tues. Sept. 9	Judy Ableser
FDI – Orientation – High Impact Practices		Wed. Sept. 10	Byungwon Woo
Gen X+: How do Generational Differences Impact Effective Teaching and Learning	**	Wed. Sept. 17	Mary Dereski
Grad Student Forum: Orientation to Series on Teaching as a Grad Student and Future Faculty <i>(5:00 pm – 6:30 pm)</i>		Thurs. Sept. 18	Judy Ableser & Byungwon Woo
Sharing Your Teaching Strategies Speed Dating Style		Wed. Oct. 1	Judy Ableser
Partnering with Student Support Services	**	Tues. Oct. 7	Judy Ableser
Connecting Outcomes, Instruction & Assessment – Constructive Alignment	**	Tues. Oct. 21	Judy Ableser
General Education – Why, What and How	**	Wed. Oct. 29	Susan Awbrey
Engaging STEM Students in the Classroom: Practical Tips for Teaching		Thurs. Oct. 30	Laila Guessous, Kathy Moore & Leanne DeVreugd
Scholarship of Teaching and Learning		Wed. Nov. 5	Dana Driscoll
Teaching Excellence Award Winners – 2014		Wed. Nov. 12	Judy Ableser
New York Times in the Classroom		Thurs. Nov. 20	Mike Mooney
Public Speaking for College Teaching	**	Tues. Nov. 25	Beth Talbert
Supervising Students Effectively in STEM Research		Wed. Dec. 3	Laila Guessous
Authentic Assessment and Rubrics	**	Tues. Dec. 9	Judy Ableser

TABLE: Winter 2015 Workshop Schedule

Title	Date	Facilitator
Digital Organization (<i>Tech Series 1</i>)	Tues. Jan. 13	Nic Bongers & Shaun Moore
Orientation to P4 Research Group ** 11:00 a.m. – 12:00 p.m.	Fri. Jan. 16	Judy Ableser
Digital Instructional Toolkit (<i>Tech Series 2</i>)	Tues. Jan. 20	Amanda Hess
INSTRUCTIONAL FAIR ** 2:00 p.m. – 4:00 p.m. (<i>Oakland Room in Oakland Center</i>)	Wed. Jan. 21	Multiple presenters
On-line Collaboration (<i>Tech Series 3</i>)	Tues. Jan. 27	Christina Moore
2015 OU- Windsor Conference Theme Introduction: <i>Leading Change in Teaching & Learning: Vision, Influence, Action,</i>	Wed. Jan. 28	Erika Kustra, Univ. of Windsor
Classroom Instructional Technologies (<i>Tech Series 4</i>)	Tues. Feb. 3	Adam Gordon & Rusty Pidsosny
Writing a Teaching Grant	Mon. Feb. 9	Judy Ableser
Working with STEM Teaching Assistants (<i>STEM Series 1</i>)	Wed. Feb. 18	Laila Guessous & WISE Reps
Harassment and Discrimination on Campus (<i>Behavior Series 1</i>)	Wed. March 4	Joi Cunningham
Dealing with Behavior Problems in the Classroom (<i>Behavior Series 2</i>)	Wed. March 11	Judy Ableser
Facilitating Learning Communities	Thur. March 12	Judy Ableser & L.C. Reps
Emergency Preparedness & Reporting Behavior Concerns (<i>Behavior Series 3</i>)	Wed. March 18	Chief Mark Gordon
The Active Shooter on Campus (<i>Behavior Series 4</i>)	Wed. March 25	Chief Mark Gordon
STEM - Best Practices in Scientific Writing (<i>STEM Series 2</i>)	Tues. March 31	WISE Group
Writing Effective Recommendations for Students and Faculty (<i>Providing Effective Feedback & Recommendation Series 1</i>)	Wed. April 1	SOM Faculty
Providing Effective Feedback to Students and Faculty (<i>Providing Effective Feedback & Recommendation Series 2</i>)	Thurs. April 9	SOM Faculty

TABLE: Summer 1 Workshop Schedule

Title	Date	Facilitator
CETL Teaching Tips	Wed. May 20	Judith Ableser (CETL Director)
RESEARCH WORKSHOP SERIES:		
Getting Your Research Moving in the Right Direction	Thurs. May 28	Faculty Panel of Early Engaged Researchers
Seeking Grants and Writing Proposals	Thurs. June 4	Alex Delavan, Linda Darga, Pratima Krishna (<i>Research Office</i>)
IRB: Approval for Research with Human Subjects	Thurs. June 11	Becky Sandborg (<i>Research Office</i>)

We were very pleased with the participation and feedback we received this year in our workshops. The feedback form remained the same as the previous year. Only one question require a rating, the other questions are open ended:

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?

"Good engagement and discussion"

"More time needed"

"Excellent modelling of active learning techniques"

"Workshops could be longer"

Our overall ratings and comments remain very high, with the vast majority of workshops scoring between 4 and 5, with only 2 workshops scoring a 3.8. Comments also continue to be extremely positive with statements such as "Relevant strategies that I can use directly", "excellent modelling of active learning techniques", "good engagement and discussion." The one comment pertaining to how could this workshop be more useful/engaging typically is that the "workshop could be longer" or "more time needed." (See Appendix 9)

It is interesting that many faculty are still not clear on CETL's mission and role as evidenced in comments on "what other workshops would you like to see offered in the future." Many

requests are made for Moodle and Research Training. CETL appears to be seen as an overall Faculty Development Resource and not just a Center for Teaching and Learning.

This year we sent out a feedback reminder form that also included a link to the recording of the workshop and a link to register for the next workshop. We had hoped this would increase the feedback participation rate. However, we continue to often only have a few feedback forms submitted.

Feedback Request Form

CETL
Center for Excellence in Teaching and Learning

OAKLAND
UNIVERSITY

Thank you for attending today's **Getting Your Research Moving in the Right Direction** 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.

NEXT WORKSHOP FULLY BOOKED
"Seeking Grants and Writing Proposals"
Alex Delavan, Linda Dargh, Thursday, June 4
Pratima Krishna
email Suzanne Flattery to be put on the waiting list

**P4 RESEARCH OU LEARNING
COMMUNITY**
Click here to learn more the OULC and sign up.

DOWNLOAD WORKSHOP ARTICLE
"THE SUNDAY MEETING"
Kerry Ann Rockquemore, 2010

[Browse all upcoming workshops.](#)

If you have any questions contact my assistant, Suzanne Flattery at 248-370-2466 or flattery@oakland.edu. Thank you, your input is valuable to us.

Respectfully,
Judith Ableser Ph.D.
Director of **CETL**

[Follow the Weekly Teaching Tips series on Facebook.](#)

oakland.edu/cetl | 200A Elliott Hall | Rochester, MI 48309-4401 | (248) 370-2466 | cetl@oakland.edu

COFFEE and CONVERSATIONS

In addition to offering formal workshops with learning outcomes, we provide informal opportunities for faculty to share their insights, stories and experiences pertaining to a specific topic during our coffee and conversations. The majority of these are not as well attended as the workshops with participation ranging from 3-12.

TABLE: Coffee and Conversation – Fall 2014 Schedule

Title	Date	Facilitator
Communicating with Students	Tues. Sept. 23	Judy Ableser
Chairs Forum	Thurs. Oct. 9	Judy Ableser
Hostility and Micro-Aggression in the Classroom	Thurs. Oct. 23	Judy Ableser
Evaluating Teaching	Mon. Nov. 17	Judy Ableser
Teaching International Students	Thurs. Dec. 4	Judy Ableser

TABLE: Coffee and Conversation - Winter 2015 Schedule

Title	Date	Facilitator
Chairs Forum	Thurs. Jan. 22	Judy Ableser
Identity Issues for Underrepresented Faculty and Students	Tues. Feb. 10	Judy Ableser
Conversation with the Provost on Teaching and Learning	Thurs. March 5	James Lentini
Balancing Academic Careers and Life Demands	Mon. March 23	Judy Ableser
Conversation with the President on Teaching and Learning	Mon. April 6	George Hynd
What Do Course Evaluations Tell Us?	Wed. April 8	Judy Ableser

FACULTY DEVELOPMENT INSTITUTES

Two Faculty Development Institutes were implemented for this past academic year.

1. Mentoring for Emerging Faculty (Judy Ableser) – regular participants
2. High Impact Practices (Byungwon Woo) – 10 regular participants

Mentoring for Emerging Faculty-FDI

This is the third year of the Mentoring for Emerging Faculty FDI facilitated by the Director of CETL, Judy Ableser. The purpose of this group is not to replace, but complement any mentoring that is offered at the school/department level. It was expressed by faculty that they feel more at ease to share some of their concerns outside of their own department. It is made clear to the group that it is important to seek mentors within their own departments/school to assist with their tenure process.

This year 12 first and second year faculty participated on a regular basis. We met every 3-4 weeks for 1½ hours. Part of each session provided an opportunity for new faculty to discuss their highlights and challenges. Suggestions and input were provided by the group and facilitator for each issue. In addition, topics explored included developing your tenure journey, setting goals, reflecting on effective ways of meeting goals, dealing with difficult students, developing a syllabus, creating effective assignments, grading and marking, dealing with departmental challenges, and moving forward on research.

One issue that continued to arise was that new faculty were concerned that they were procrastinating on moving forward with their research. The group discussed ways in which they could support each other. As a result, a new group called P4: Peer Prevention for Procrastination of Research was formed, which formally evolved into a Learning Community for the upcoming year. The focus of the group is to encourage members to share their proposals, drafts and challenges.

The feedback from this Faculty Development Institute was very positive. The members value the social networking and support they receive from each other and the facilitator. Most of the participants in this FDI were also actively involved in the workshops and other CETL programs. At mid-semester the overall feedback rating for this FDI was 4.27/5 and the final feedback overall rating was 4.75/5. See Appendices 10 and 11.

High Impact Practices- FDI

Byungwon Woo was the Faculty Fellow that facilitated the High Impact Practice Faculty Development Institute. Four meetings were held in Fall 2014 and three in the Winter 2015. At the orientation session, there were about 20 participants. Formally, 17 faculty members registered for the FDI and during the fall semester, the average number of participants in a session was about 10. The fall sessions provided an overview of High Impact Practices. This included having faculty who are currently implementing some high impact practices and/or are involved in the high impact practice grant from the past year. By the end of the fall semester, the participants were to begin to develop a project where they could implement some of the HIPS into their own practice.

During the winter, we worked on the development and implementation of each project. The following description highlights each project. Keith Williams' (Psychology) project was the most advanced as it was actually designed in Fall 2014 and implemented in Winter 2015. After intense consultation with Dr. Ableser, Dr. Williams revamped his PSY 100 incorporating more writing assignments, student research, and group projects components. While how his students responded to the new initiative remains to be seen, participants noted his efforts to incorporate high impact practices, especially given the unusually large class size of 200.

Ji-Eun Lee (Teacher Development and Educational Studies) worked on the project titled, "Prospective Teachers' Exploration of Cross-cultural Mathematics Curriculum and Pedagogy." Her project proposes to share classroom experiences internationally between Korean and American students preparing for teaching mathematics. She won the Excellence in Teaching and Learning Grant from the CETL to actually implement the project. Two other projects are also very close to completion and implementation.

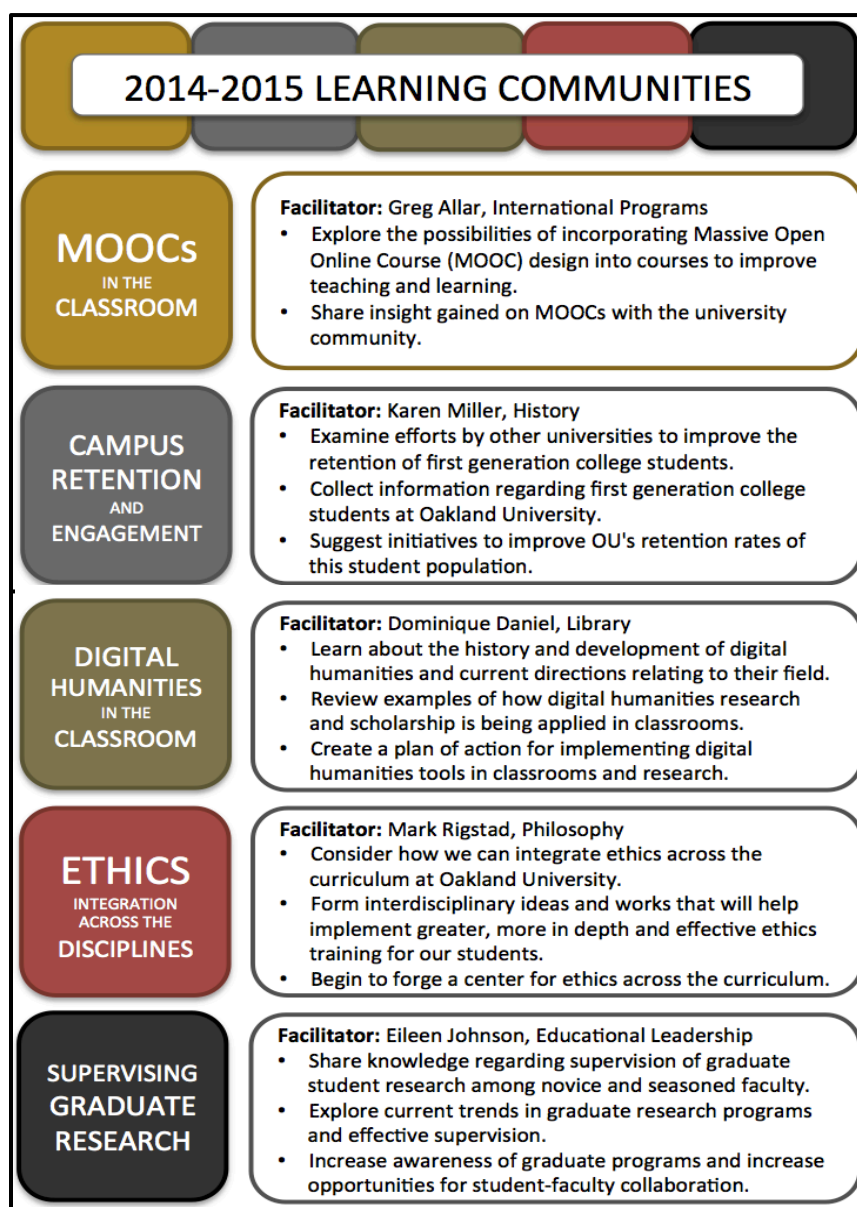
Soo Sieber's (Economics) project tries to incorporate high impact practices for Statistics for Business and Economics classes, QMM 240 and QMM 241. Incorporating service learning components, her project proposes to gather and use real business data to apply course materials and feed analytic results back to businesses.

Finally, Byungwon Woo (Political Science) is exploring options to introducing service learning components to his introductory international relations course. His project, titled "Going Global in the Metro Detroit", purports to bridge his students and local international communities in a hope that students would realize and experience globalness of their local communities. All other participants, Fritz McDonald (Philosophy), Nicole Asmussen (Political Science), Marina Saitgalina (Political Science), Yoel Joa and Sara Webb (First Year Advising Center) all have begun and partially implemented some aspects of high impact practices. The mid-semester overall

average rating for this FDI was 3.4/5 and the year- end overall rating was 3.75. See Appendices 12 and 13.

LEARNING COMMUNITIES

During 2014-2015 the existing Learning Communities from the previous year continued as this was the year that we were changing the cycle which had in the past started in January to next year's groups beginning in September. Therefore, this past year the groups ran for 18 months. Five communities were initially formed, however, the Retention group was disbanded at the half way point as there were other Retention initiatives underway.



The following highlights elements from each of the learning community final reports:

1. **MOOCs in the Classroom**- Greg Allar- 5 regular participants.

The initial intent was that each participant would enroll in a MOOC and share their experiences. Not all members actively participated in MOOCs. The group met approximately every other month and held sessions including open forums, round tables and workshops on the use of MOOCs and adapting MOOCs into their own courses. A list of resources was developed and disseminated. The outcome of this Learning Community resulted in members' intent to incorporate components of MOOCs into their face-to-face and on-line courses.

2. **Digital Humanities in the Classroom**- Dominique Daniel and Katie Greer- 15 members.

The main objective of this faculty learning community is to familiarize faculty with the new trends in this field and to encourage discussion on their role in the classroom. For this purpose, the community offered examples of how digital humanities research and scholarship is being applied in classrooms, by both faculty and students (through assignments). Of particular note are two contributions to the scholarship of teaching and learning:

- At the 2014 Windsor-Oakland Teaching and Learning Conference, Katie Greer did a 35 minute presentation on "Digital Technology in the Humanities Classroom: New Opportunities for Active Learning". She used 3 examples of digital humanities projects to explore strategies, tools and benefits of digital pedagogy in humanities courses.
- Alice Horning has had a conference proposal accepted for a digital humanities conference - [HASTAC 2015: Exploring the Art & Science of Digital Humanities](#) (at MSU in late May 2015). She will present on the evolution of reading in the digital age, and its implications for instructors.

In addition, an e-space bibliography of resources on digital humanities was created, as well as curated lists of DH projects in various humanities disciplines and lists of digital technology that can be used for DH projects. The library added the books we listed to its collections, so that their use can extend beyond the life of the formal learning community.

3. **Ethics: Integration across the Disciplines**- Mark Rigstad and Elyse White- initially 30 members were involved but over time less participated.

The objectives of this ELC in the beginning were two-fold: 1) To talk about ethics across the curriculum and to share ideas and learn about ethical issues across campus. 2) To begin to talk about the creation of an ethics center on the OU campus. The following list some activities conducted: Elysa White gave a talk about the basics of philosophical

ethics and provided the PowerPoint for all who attended to help attendants to begin to incorporate ethics into their courses. A few meetings discussing the creation of a Center for Ethics. Participants included Michelle Piskulich and members of the medical school. The group had a discussion on a mission statement and started examining what that would look like. And we discussed the kinds of activities that we would want such a center to pursue. Dorothy Nelson, vice president for Research at OU gave a talk on research ethics.

Emmet Lombard, with the help of Jennifer Cepnick, gave a presentation on Human Resource Ethics. Cathy Rush and Michelle Piskulich were among attendees. Deborah Johnson came to give a talk on engineering ethics (ethics of technology and society) and held a two hour roundtable on best practices/pedagogy for teaching ethics in the classroom. A book was developed and distributed to members that helped professors understand the various approaches of philosophy to solving moral issues and its role in a wider array of considerations. The intent is to continue this learning community over the next year.

4. **Supervising Graduate Research-** Eileen Johnson- 6 members.

The main goals of this LC were to share knowledge and experiences regarding supervision of graduate student research across university programs and among both novice and seasoned faculty members; explore current trends in graduate research programs as well as models of effective supervision and increase our awareness of graduate programs across the university and increase opportunities for student and faculty collaboration across programs/disciplines. The structure of the LC was a monthly meeting in Pawley Hall from 3:00 – 4:00 on the third (generally) Wednesday of the month. Topics were laid out in a logical order, one per month. Each member took responsibility for two topics and posted readings to the LC e-space as well as facilitated discussion for that session.

One member (Sherry Wynn-Perdue) developed a proposal for developing a writing supervision fellowship program based, in part, on the work of this LC. In addition, the LC became interested in finding ways to promote graduate research supervision across campus and to perhaps even develop a proposal for the consideration of the newly hired Dean of Graduate Studies. To that end, a core group of participants (Eileen Johnson, Julia Smith, and Sherry Wynn-Perdue) traveled to Western Michigan University to spend the day visiting the Graduate Center for Research and Retention and learning from the Center's founder and director, Marianne Di Pierro. This visit was extremely enlightening and useful, and the LC plans to meet in June to synthesize our observations and work over the past 16 months.

NEW FACULTY SUPPORT

New Faculty Orientation

2014-2015 New Faculty



- **New Faculty Orientation** – Thursday, August 21, 8:30-4:30 p.m., 53 attended
- **New Faculty Teaching and Learning Workshop** – Monday, August 25 8:30-4:30 p.m., 52 attended
- **Year End New Faculty Breakfast**- March 25th, 2015, 30 attended

New Faculty by School/College at Orientation

The intention was to keep the agenda similar to as it had been in the past. The Thursday Orientation focused on welcoming the new faculty and providing them an overview of the Oakland policies and procedures. The workshop on Monday focused on important aspects of teaching and learning and a tour of the campus.

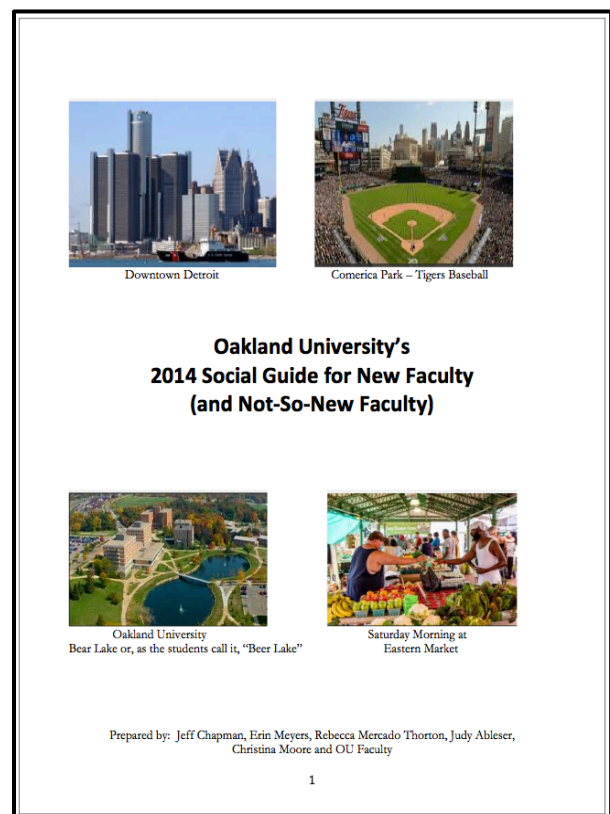
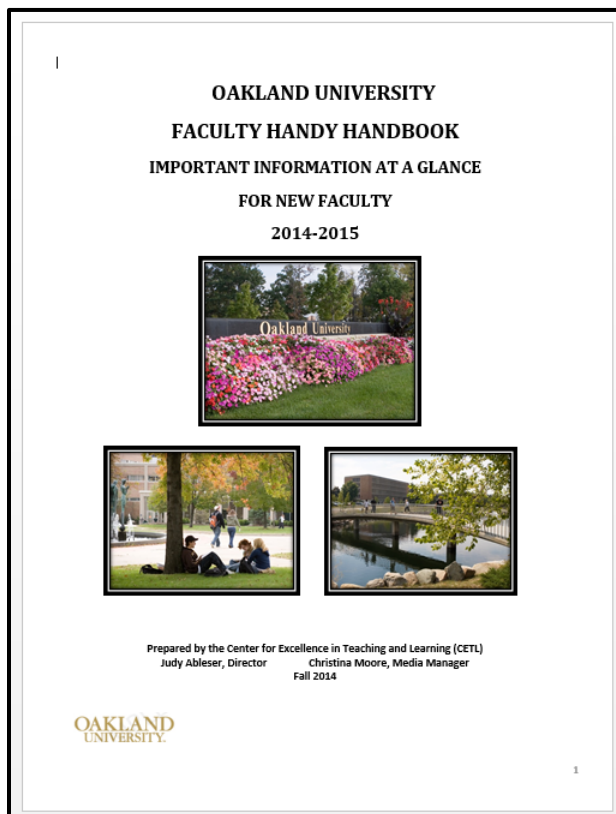
Faculty feedback was positive with an overall rating for the Orientation sessions at 4.4 out of 5. Full feedback can be found in Appendix 14.

Handbooks

New Faculty Handbook – detailed handbook that gave faculty the most important resources they would need to work and thrive in the Oakland University community, from Faculty and Student Services to the logistics of the Registrar and parking.

Posted on our website and can be found at oakland.edu/cetl under **Handbooks**.

Social Guide – A collection of faculty's recommendations for restaurants, shopping, local activities, entertainment, plus cultural and social events on campus.



New Part-Time Teaching and Learning Workshop

On Tuesday, August 27 from 5:00-9:00 p.m., CETL provided the Second Annual Part-Time Faculty Orientation with 29 faculty/instructors attending. The format was very similar to the previous year.

New Faculty Breakfast

CETL also took over the New Faculty Breakfast on April 1 from the Provost's Office/Academic Affairs for the first time this year. The breakfast offered an informal opportunity for new faculty to socialize with their deans, and administrators from the Provost's Office and reflect on their first year experience. Twenty-five new faculty attended the breakfast.

In addition to hearing feedback from the faculty during the morning, a feedback survey was sent to each attendant.

In general, the new faculty that attended the breakfast seemed very pleased with their decision to come to Oakland University and have felt they have successfully transitioned into the campus community. Numerous faculty indicated, during the breakfast and in the survey, that CETL has provided support and assistance throughout the year.

INSTRUCTIONAL FAIR

CETL offers the Instructional Fair on the alternating years that the OU-Windsor Conference is hosted in Windsor. This was the 2nd Instructional Fair. Faculty were encouraged to submit a description of an innovative strategy that they use in class or online. The fair took place in the Oakland Room on Wednesday, January 21st displaying 17 strategies. The fair offers an opportunity for faculty to interact with each other and learn innovative techniques that can be used in their own classrooms. Sixty participants attended in this year's instructional fair.

List of the Instructional Fair Presenters:

Presenter	Strategy
Greg Allar	Comics and Content
Greg Allar	Problem-Based Assessment
Laura Dinsmoor	Panopto
Kristine Diaz	Diversity Training online
Kathleen Doyle	Show Me Tutorials
Subra Ganesan	Real Time Systems Course
Mariela Hristova	Widget for Moodle
Beth Kraemer	Course Pages
Beth Kraemer	Tutorials
Stephen Loftus	Wiki Way-Collaboration
Kieran Mathieson	Cyber Course – Better Skill Learning
Misa Mi	Motivation
Lynda Poly-Droulard/Barbara Penprase	Flipped Classroom
Julia Rodriguez	Copyright Course
Julia Rodriguez	Plagiarism Course
Rachel Smydra	Service Learning
Melissa St. Pierre	Thesis Hunt
Kathleen Spencer	Extra Credit to Save Your Life

Instructional Fair Flyer & Instructional Fair Booklet

The Center for Excellence in Teaching and Learning
and the Senate Teaching and Learning Committee present

OAKLAND UNIVERSITY

Instructional Fair

Share with faculty an effective instructional strategy, active learning technique, classroom activity or assessment that you use to promote student success.

Wednesday, January 21
2:00-4:00 p.m.
Oakland Room, Oakland Center
Refreshments provided.

To register, review past instructional fair teaching strategies, and learn more about the event, visit
oakland.edu/instructionalfair

Classroom Strategies **Online Teaching Strategies** **Tech Tool Strategies**


Based on these three tracks, each OU faculty creates a display or interactive demonstration, along with a one-page handout, of an effective strategy in order to discuss and share ideas with colleagues across the disciplines.

Sponsored by the Center for Excellence in Teaching and Learning
and the Senate Teaching and Learning Committee

OAKLAND UNIVERSITY

Instructional Fair Booklet

Teaching and learning strategies presented by
Oakland University Faculty



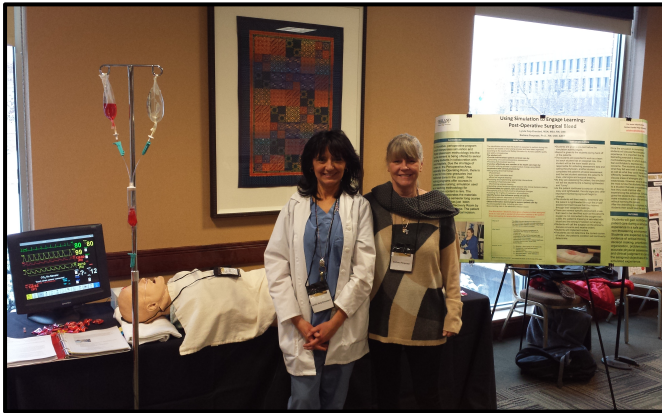
Instructional Fair
Wednesday, January 21, 2015
oakland.edu/instructionalfair

Classroom Strategies **Online Teaching Strategies** **Tech Tool Strategies**

1

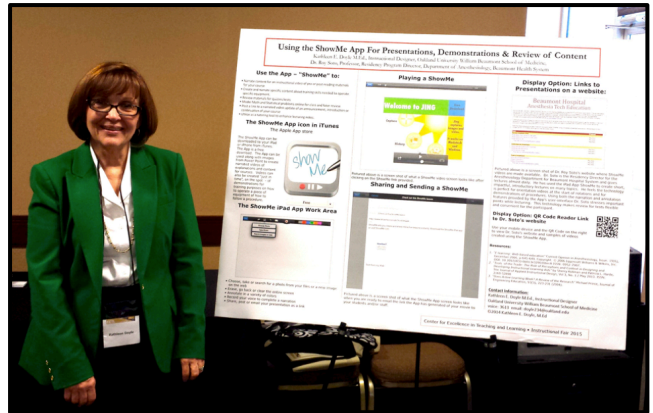
Following the fair, CETL created a booklet outlining each strategy and pictures of the presenters. The Booklet can be found on the CETL website under “Handbooks and other Documents.”

A Few Presenters from the Instructional Fair



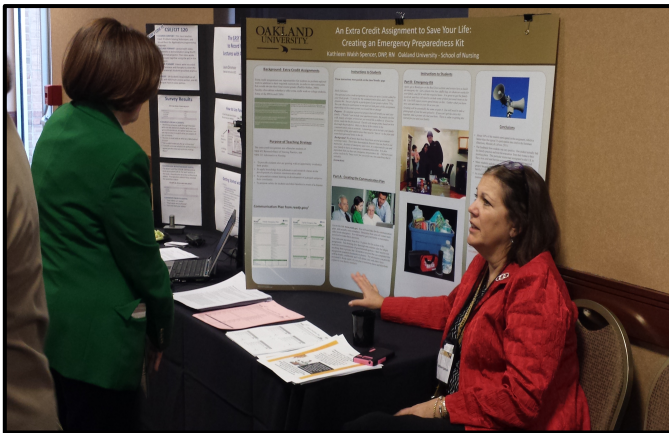
“Flipped Classroom”

Lynda Poly-Drullard and Barb Penprase



“Show Me Tutorials”

Kathleen Doyle



“Extra Credit to Save Your Life”

Kathleen Spencer



“Comics and Content”

Greg Allar

SOCIAL HOURS

CETL continued to organize and host monthly social hours for faculty/instructors and professional staff during the fall semester. We found that participation waned during the previous winter due to the darkness and cold so determined it would be more productive to only host them during the fall semester. We averaged between 8-25 participants each month.

Flyer promoting Social Hours

FACULTY AND STAFF SOCIAL HOURS
EVERY SECOND THURSDAY OF THE MONTH

SEPTEMBER-OCTOBER
FINNEGAN'S
Finnegan's is located on campus in the Steve Sharf Clubhouse (by the golf course).

THURSDAY, SEPTEMBER 10
THURSDAY, OCTOBER 8
Drop in any time between
4:00 – 6:00 p.m.
Enjoy different specials each month. Oakland University faculty and staff will receive **10% off** on all other days of the year.

NOVEMBER-APRIL
BRAVO!
Bravo! is in the Village of Rochester Hills at Adams Rd and Walton Blvd.

THURSDAY, NOVEMBER 12
THURSDAY, DECEMBER 10
Drop in any time between
4:00 – 6:00 p.m.
DRINK SPECIALS
\$5.00
BAR BITES
\$3.95

PART III – RESOURCES

CONFERENCES

Ninth Annual Conference on Teaching and Learning (University of Windsor and Oakland University)

The flyer is for the Ninth Annual Conference on Teaching and Learning, held at the University of Windsor and Oakland University. The theme is "Leading Change in Teaching and Learning: VISION, INFLUENCE, ACTION". The conference dates are May 13-14, with a pre-conference forum on May 12, 2015. The flyer describes the conference's purpose: to achieve teaching and learning goals through vision, influence, and action. It lists three main threads: VISION (Turning teaching problems into opportunities), INFLUENCE (Role-modeling, mentoring, and coordinating scholarly teaching), and ACTION (Developing, promoting, and implementing evidence-based teaching practices). It states that proposals are due by February 27 and that the conference takes place on May 13-14 at the University of Windsor. A link to oakland.edu/cetl/conferences is provided for more information. The flyer also mentions that for the past nine years, the provosts of Oakland University and the University of Windsor have covered the cost of the conference for their faculty, staff, and graduate students. A section titled "Join us for the CETL Conference Preview Workshop" is scheduled for Wednesday, January 28, from 12:00-1:30 p.m. at Erika Kustra, Conference Co-Chair. The workshop will discuss the theme of the upcoming conference and plan proposals accordingly. A link to oakland.edu/cetl/workshops is provided for workshop registration. The footer of the flyer identifies the Center for Excellence in Teaching and Learning, located at 200A Elliott Hall, and provides the website oakland.edu/cetl.

LEADING CHANGE IN TEACHING AND LEARNING: VISION, INFLUENCE, ACTION
Ninth Annual Conference on Teaching and Learning
University of Windsor, Windsor, ON
May 13-14, Pre-conference Forum May 12, 2015

An educational leader effects change through vision, influence, and action to achieve teaching and learning goals. How can you be an educational leader through innovation and best practices in your own classroom, and serve as a model for your colleagues to bring about change? The conference threads include

VISION	INFLUENCE	ACTION
Turning teaching problems into opportunities	Role-modeling, mentoring and coordinating scholarly teaching	Developing, promoting and implementing evidence-based teaching practices

PROPOSALS DUE FEBRUARY 27.
Conference takes place May 13-14 at the University of Windsor.
Visit oakland.edu/cetl/conferences to learn more.

For the past nine years, the provosts of Oakland University and the University of Windsor have covered the cost of the conference for their faculty, staff, and graduate students.

Join us for the
CETL Conference Preview Workshop
Wednesday, January 28 12:00-1:30 p.m.
Erika Kustra, Conference Co-Chair Lunch provided.

In this workshop, we will discuss the theme of the upcoming teaching and learning conference (May 13-14) and plan proposals accordingly (due February 27). This year's theme explores how we can share our teaching and learning innovations with our departments, institutions, and beyond.

Workshop registration at oakland.edu/cetl/workshops

The Center for Excellence in Teaching and Learning 200A Elliott Hall oakland.edu/cetl

Figure: Flyer promoting the conference

This year's Teaching and Learning Conference was held in Windsor on May 13 and 14th. The theme was Leading Change in Teaching and Learning. A preconference workshop was offered on May 12th for educator leaders. CETL invited the Windsor team to facilitate a workshop on the theme in January to review the proposal process and encourage OU faculty to submit presentations.

This year 34 attended from OU, an increase of 4 from 2 years ago. There had originally been 4 additional registrants who had to withdraw due to passport issues. Eleven OU faculty presented and the winner of the McKeachie Poster award was Claudio Cortez from the School of Medicine. On the Wednesday evening, 15 of us went out for dinner at a local middle-eastern restaurant (and enjoyed a belly dancer).

We look forward to hosting next year's 10th Annual International Teaching and Learning Conference on the Oakland campus.

List of Oakland Presenters at OU-Windsor Conference:

Name	Title	Session or Poster
Claudio Cortes, Wenjin Zhou, Malli Barremakala, Mizumi Malhan, Sofia Kosmidis, & Tudor Moldovan	Creating of an Innovation Interactive Learning Gaming Tool for Anatomy	Poster
Terry Dibble	Enhancing Student Outcomes by Increasing Student Responsibility in the Classroom	Session
Thomas Ferrari	Using Mindfulness-Based Self Inquiry (MBSI) in the Classroom	Session
Serena Kuang	Strategically Intentional Associative Learning	Poster
Stephen Loftus & Suzan ElSayed	Threshold Concepts and How to Teach Them	Poster
Kieran Mathieson	Fear and Loathing on the Learning Trail	Session
Christina Moore	Online Collaboration: The Present and Future in Higher Ed and the Workplace	Session
Lori Ostergaard	A Legacy of Leadership: Mentoring, Modeling, and the Development of Academic Leaders	Session
Kara Sawarynski & Rodney Nyland	Purging the Binge and Purge: How We Altered Student Study Habits With a Short Interactive Workshop	Session
Sue Ann Sharma	Supporting 21 st Century Leadership in Teaching and Learning Through Digital Curation	Session
Chris Stiller & others from Univ. of Windsor & Brock University	The Ethics of Going Public with Teaching and Learning	Session



Left: Provost James Lentini with Claudio Cortez, recipient of the McKeachie Poster Award.

Right: OU Faculty enjoying a dinner out in Windsor after the Conference.



Lilly Conference on Teaching and Learning

CETL funded 19 faculty to attend the Lilly Teaching and Learning Conference in Traverse City on October 15-18th. During the New Faculty Orientation we held a draw and awarded two new faculty a travel grant to attend the conference. Eight faculty presented at the conference.

Those who attended included:

Name	Department	Rank/Position	Presenter
Terry Dibble	Health Sciences	Special Lecturer	Yes
Alice Horning	Writing & Rhetoric	Professor	Yes
Byungwon Woo	Mechanical Engineering	Visiting Professor	
Christina Moore	Writing & Rhetoric	Special Lecturer	Yes
Shaun Moore	e-Learning & Instructional Support	Manager of Support Services	Yes
Greg Allar	International Programs	Special Lecturer	Yes
Victoria Lucia	Biomedical Sciences	Assistant Professor	Yes
Myung Choi	Exercise Science	Assistant Professor	
Caterina Pieri	Modern Languages & Literatures	Special Lecturer	
Joshua Fleer	Religious Studies	Special Lecturer	
Fritz McDonald	Philosophy	Associate Professor	
Ji Eun Lee	Teacher Development & Educational Studies	Associate Professor	Yes
Judy Ableser	CETL	Director	Yes
Susan Awbrey	Provost	Senior Associate Provost	
Joann Honigman	Teacher Development & Educational Studies	Special Instructor	
Xia Yang	Engineering & Computer Science	Professor	
Pam Todoroff (could not attend)	Writing & Rhetoric	Special Lecturer	
Jessica Korneder	Human Development & Child Study	Assistant Professor	
Jonathan Yates	Biological Sciences	Special Instructor	

OU Faculty at the Lilly Conference



GRANTS

This past year, CETL supported three types of grants. CETL funded the Teaching Grant, and provided support for the High Impact Grant and DFWI Redesign Grant that was funded through the Senior Associate Provost's Office.

Excellence in Teaching and Learning Grant: Evidence-based Practice and the Scholarship of Teaching and Learning (SoTL)

We revised the focus of our grant this year to highlight research and evidence based practices and the scholarship of teaching and learning. We had 15 grant proposals (an increase of 9 from last year) and 5 were awarded a \$3,000 grant. Each proposal was blind reviewed by three members of the CETL Advisory Board using a rubric outlining specific criteria. Three of this year's winners were full time/tenure track and two were non tenure track recipients.

The call for grant proposals can be found in Appendix 16.

Teaching Excellence Grant Awardees:

Name	School/Department	Rank
Ji-Eun Lee	SEHS/TDES	Associate Professor
Daniel Ilamocca	SECS/ECE	Assistant Professor
Kasaundra Tomlin	SBA/BA	Associate Professor
Sebnem Onsay	SECS/CSE	Special Instructor
Caterina Pieri	CAS/Languages	Special Lecturer

The following excerpts are highlights from the final reports of three of last year's grant winners.

Sanela Martic wrote: The goal of the project was to create instructional videos on molecular modeling, for Organic Chemistry, and made available to students involved in the course (Fall 2014, Martic section). The total student enrollment in CHM 234 (Organic Chemistry I) was 79 in Fall 2014. In order to evaluate the effectiveness of the videos on molecular modeling four types of student assessments were carried out: 1) monitoring number of students, in the same class, who viewed the instructional videos, 2) comparison of the average grades of students, in the same class, who viewed the instructional videos with those who did not, 3) comparison of the average GPA of class (F2014) who had access to instructional videos with those who did not (F2013), and 4) evaluate and compare the questionnaire I and II.

The innovation aspect of the project was based on creating and introducing instructional videos for Organic Chemistry I, which has not been previously available to students in any section of the course (regardless of instructor). The proposed project aimed to introduce an on-line learning component which was previously unavailable to CHM234 students. The molecular modeling kits will allow students to think and feel like a molecule and to gain insight into its 3-D structure and reactivity. While some videos on molecular modeling kits exist on the internet and are accessible to students, the source of videos and their content are questionable. The aim of the proposed project is to prepare videos, generated by OU faculty, which will closely parallel the CHM234 course sections at OU. The students were expected to view the videos outside of classroom and practice use of molecular modeling kits to fabricate organic molecules. This manipulation of 3-D molecular kits will improve student's visualization and understanding of molecule special orientation and reactivities. Students will also use these kits in class, which will promote student engagement in learning. The active learning will also improve class attendance and participation. The students will also be allowed to bring their molecular modeling kits to quizzes, exams and final. By using molecular modeling kits and videos, the students are expected to perform much better in the course with higher success rates.

The grant awarded allowed me to develop new teaching methodologies in order to improve the student's understanding of difficult concepts and improve student overall performance in the course. While certain factors, related to this course, have improved from F2012 to F2014 semester, there is still a lot more that can be done to improve overall student experience and performance. I would like to continue to improve the molecular

modeling videos by viewing them directly during class and review sessions, as well as including some additional content into the videos.

Hunter Vaughn wrote: This project entailed the development and teaching of a course, 'CIN 350: Film and Social Change,' based on a number of innovative teaching methods that were intended to involve students more centrally in their own learning process (i.e. active learning), to enhance opportunities for open discourse and collaboration (i.e. group learning), and to turn students outside the classroom and beyond the campus to get more involved with the local community (i.e. service learning). I spent many months researching different innovative teaching techniques, surveying possibly relevant film and media texts, and reflecting on the best way to structure the class and group dynamics. The final syllabus I developed (Appendix 1) broke the semester into three parts: 1) a more traditional critical studies approach to the history of film and media in social change, from early newsreels to televisual essay films to web-based PSAs; 2) an exploration of metro Detroit's historical and contemporary social issues, and the role film and media have played in representing them; and 3) final group film projects on the local community.

The end goal and major result of the course, though, were the final film projects, which unfolded and came into being over weeks over work. Students did an excellent job, and the final films (on Detroit greenways, road development, and art therapy) were outstanding! While I did not evaluate them according to the technical quality, the films well exceeded expectations, and it appears that the students really succeeded in terms of the course's active and service learning goals.

Greg Allar wrote: In Fall 2013 I offered a course entitled 'The Global Citizen (HC 205)' as a "pilot" class to students in the Honors College. Topics included in this course examined real-life problems and contemporary issues which confront the world community today. Working in small groups or teams, students link prior knowledge and experience to new learning. My intent was to create an environment which engages students in active learning through inquiry. The course objectives were threefold:

1. To present students with problems based on complex, real-life issues or situations;
2. To encourage critical thinking and collaboration while problem-solving;
3. To instill partial and explicit responsibility on the students' shoulders for their own learning.

The redesign of this course was necessary to enhance student learning in several distinct areas of this course, namely; the scaffolding of new information on select topics to provoke student inquiry, to change the format of the papers which students write from singularly-minded position papers to ones which required students not only to present counterarguments, refute the counterarguments, offer a solution, but also provided a means to evaluate the solution proposed and, lastly, to provide greater guidance to students via a rubric as to how to construct their arguments and how these arguments would be assessed. Each concern was to varying degrees addressed in the redesign. The redesign included creating a course guide, using Ted Talks, infographics, one minute papers, debates, opinion and argumentative papers.

High Impact Practice Grants

CETL worked with the following faculty as they completed their High Impact Practice Grants throughout the year.

High Impact Practice Grants		
NRS 470	Karen Dunn and Cheryl Riley-Doucet	\$5,000
LBS 200	Dana Driscoll, Fay Hansen, and Cynthia Sifonis	\$5,000
BIO 392	Mary Craig	\$2,500
DES 390	Meaghan Barry	\$2,500
LIB 250	Amanda Nichols Hess and Katie Greer	\$5,000
ENV Dept.	Edin Chopin, David Szlag, and Linda Schweitzer	\$7,000
Total		\$27,000

The final grant type supported through CETL this year is the DFWI grant. This has been described in the “Highlights” section of the Annual Report.

DFWI Grant

This past year the Senior Associate Provost’s Office funded a grant to reduce the high percentage of DFWI (D= D grade, F= F grade, W= withdrawn, I= incomplete) courses on campus. Keith Williams from Psychology was awarded the grant to address his Foundations Course (Psychology 100). One of the highlights of CETL this year was having the opportunity to work in-depth with Keith over the entire year as he revised his course with the goal of reducing the percentage of DFWI grades in the course. Keith met with the Director of CETL regularly throughout the year to expand on his initial proposal for his course. In addition, Keith met and worked with Terri Jongekrijg, a Visiting Assistant Professor in SEHS. At CETL, Keith worked on constructive alignment where he developed specific learning outcomes, activities to teach and reinforce those outcomes and assessments, including authentic assessments that directly assessed the identified learning outcomes. This was a time consuming process, however, as the year progressed, it was impressive to watch Keith’s commitment to the process. In addition, we worked on developing assignments and rubrics that he could use in a large introductory class. Another component that Keith embraced was to implement an early alert system within the first few weeks of the semester. By analyzing his grades in the first few weeks from a previous year, he noted that those that missed the first test or did not participate/attend at the beginning of the semester had a higher probability of failing the class. He analyzed the data of this semester and personally reached out by emailing/calling those identified students.

The results of his project are impressive. In the previous year, he had approximately 25% receiving a DFWI. After implementing his new techniques, he successfully reduced the DFWI rate to 16%.

Keith wrote the following in his final report: Strengths of the Redesign

The course redesign contained a lot of changes. In my opinion, the most valuable component was the constructive alignment. This process consumed an enormous amount of time and effort (i.e., creating SLOs, refining quiz and exam questions, etc.). However, the process helped me refine my focus on the important issues in the course material and I was able to convey that clear focus to the students. This process is difficult to measure quantitatively, but I saw evidence of the benefits in my course evaluations. Some student comments on the course evaluation forms said “clearly focused”, “was not surprised by exam questions”, and “you made exams relevant to what you talked about”. The process of creating SLOs and aligning them with exam questions or assignments was not emphasized during my training during graduate school and the focus of my course seems to have drifted during the last 14 years that I’ve been teaching Introductory Psychology. The other changes to the course redesign would seem superficial without the refined focus that constructive alignment provided.

The second most valuable component was the combination of changes to the first exam and the early alert process. The changes to the first exam allowed students to perform better on the exam and be introduced to my style of multiple-choice testing (i.e., semantic processing of the principles rather than simple bolded definitions from the text, many applied questions or example scenarios, etc.). Because the exam was given within the first 2 weeks of class, I was able to implement an effective early alert process. Oakland University has attempted an early alert process in the past but it was unsuccessful. My early alert process was probably more effective for a couple of reasons. First, the former OU attempts at early alert were based on mid-term grade performance. The due date for entering mid-term grades in SAIL is often the second month of the semester (Feb 20 for Winter 2015). These mid-term grades do not give feedback early enough for students to fully recover from poor performance at the beginning of the semester. My redesigned course had an exam timeline that allowed me to contact students 2 weeks into the semester. Second, the email that was used as an “early alert” came from me and could be perceived by the student as a personalized email. Extra time and effort was dedicated to sending individual emails (e.g., copy and paste of the body of the email while ensuring a personalized salutation). The response rate was 50%. Former attempts at the early alert process involved sending a list of student names to a separate office and the students received an impersonal form letter via email. I recall student response rates being abysmal. The majority of students that responded to my early alert email passed the course with a C or better and completed all of the written assignments in class. The impact of this change seemed impressive.

The last strength that I would emphasize would be the “inclusion of alternate activities that contribute to the course grade.” The traditional in-class multiple-choice exams comprised only 55% rather than 75% of the grade. In my class, I continued to include Moodle quizzes as part of the grade, but the combination of in-class clickers and the written assignments comprised 25% of the final course grade. Several student comments on the course evaluation forms indicated they appreciated that the class was not all multiple-choice testing even though it was a large

class. My choice of alternate activities was somewhat effective but presented many challenges also.

In the call for proposals for course redesign, the description indicates that the awards “...are meant to give faculty funding to work on instructional improvement projects in their field that involve activities beyond the teaching preparation normally expected of faculty. The award will also focus on a project to examine, reflect on and evaluate your own teaching practice as a result of these innovations.” After committing to the course redesign, I spent an enormous amount of time and energy engaged in constructive alignment or attempting to integrate rigorous alternative assignments in such a large class. The process inspired me to reflect upon and evaluate my current instructional approaches. I also thought about how my experience may influence the instruction of others in the department and how some of these techniques could be specifically implemented by others teaching PSY 100.

First, the process of constructive alignment should be introduced to faculty in the department. I found it helpful to create specific SLOs in the form of “Students will be able to...” for each of the chapters in PSY 100. For tenure-track professors, I can encourage them to consider an incremental approach to constructive alignment. I doubt that others will engage in a course overhaul as I did, but I can encourage them to attend the CETL workshop and apply constructive alignment to portions of their courses. I can encourage the Lecturers and Special Lecturers to do the same. I will have a special opportunity this fall to bring this process to our graduate students who will be teaching soon. For Fall 2015, I will teach PSY 595 Instruction in Psychological Science. I am excited by this opportunity and I will make constructive alignment part of the course.

Second, I will initiate discussion of an “early alert” policy within the Psychology Department. We may be able to agree upon a standardized approach to early alert in PSY 100. We could consider creating a process wherein students in all PSY 100 classes take an exam after the first chapter so that we can identify those that need extra help. We may be able to create an “early alert with remediation” that requires or strongly incentivizes attendance at study skill sessions, working with a peer tutor, etc. We may be able to utilize resources such as Psi Chi (honor society for undergraduate psychology students) for a peer tutoring program or work more closely with The Tutoring Center.

Third, implementing alternative activities or assignments can be useful as learning opportunities for students, but they present significant challenges in large classes such as time spent grading, social loafing during group activities, student management issues dealing with exceptions (e.g., excused absences, Disability Support Services, etc.). Our department supports instructors teaching PSY100 by providing GTAs. However, the GTA time is split between multiple classes and Lecturers or Special Lecturers don’t receive dedicated, stipend-supported GTAs. This redesign project may start the discussion of multiple solutions or combinations of solutions to continue offering rigorous classes with integrated alternative assignments and early alert components. For example, we may consider options such as:

- 1) Providing large PSY100 sections with multiple dedicated GTAs for instructors at all ranks (Assistant Professor, Associate Professor, Full Professor, Lecturer, or Special Lecturer).
- 2) Offer multiple smaller sections (n= 35-45 students) of PSY100.
- 3) Moving PSY100 to an instructional model wherein large lecture hall classes have separate lab/discussion sections for more group activities and a more personal time with a GTA instructor.

COLLECTIONS

VIRTUAL RESOURCES

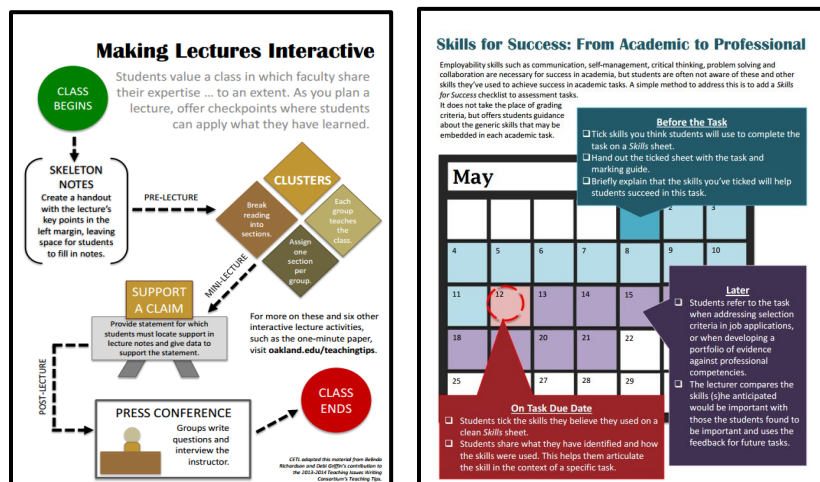
The goal of our virtual resources is for faculty to be able to access information, recordings and ideas at any time and from any place. We feel this is particularly important for part-time faculty who are not on campus during our workshops to have easy access to all our materials. We also feel that virtual resources provide an opportunity for faculty who may not feel be actively involved with CETL but want to explore what options we have.

Teaching Tips and Teaching Tip Book

In Fall 2013, CETL launched a Weekly Teaching Tips series, which emails subscribed faculty a quick-to-implement teaching strategy infographic every Monday morning. Readers beyond the OU community find the Weekly Teaching Tips posted on our Facebook page (facebook.com/C4ETLou) The clickable infographic takes faculty to oakland.edu/teachingtips where they can download the strategy along with a one-page description of implementation and evidence cited. 293 individuals have registered and receive the weekly teaching tips.

After its week in the spotlight has passed, Weekly Teaching Tips are organized into six categories: Starting the Semester, Planning for Teaching, Engaging Class Discussion, Authentic Learning Activities, Collaboration, Reading and Writing Skills, Assessment, Teaching with Technology and Online Learning, and Reflection.

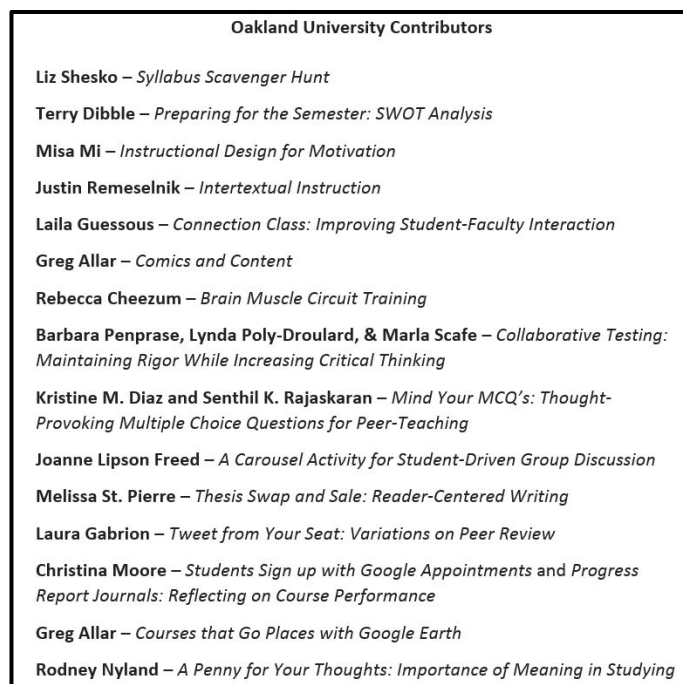
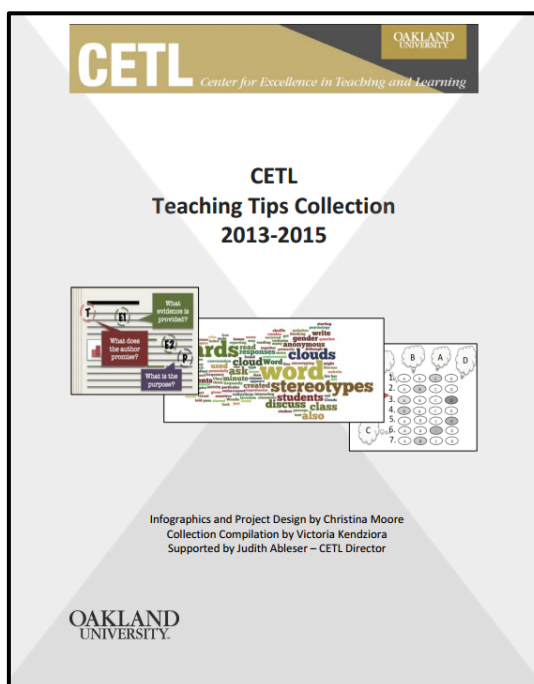
Sample Teaching Tips



OU faculty share their own teaching tips by submitting them to the website. Many faculty of shared their teaching strategies from CETL's Instructional Fairs (2013, 2015). Other content comes from a Teaching Tips series from the Professional and Organizational Development network and higher education resources.

Since 2013 we have shared 54 Teaching Tips on a weekly basis, 16 of these tips have come directly from OU faculty. We have compiled this tips into a Teaching Tip Booklet that can be found on our website.

CETL Teaching Tip Collection



In order to more directly engage faculty in planning to use these Weekly Teaching Tips, we held a post-semester Teaching Tips Workshop (May 28, 2015) where faculty could evaluate and brainstorm their implementation into their classes. A follow-up workshop will take place Fall 2015. This workshop served as a launching point for a **Call for Submissions** for an OU-authored **Weekly Teaching Tips Book**, which we will assemble and apply for publication in 2016.

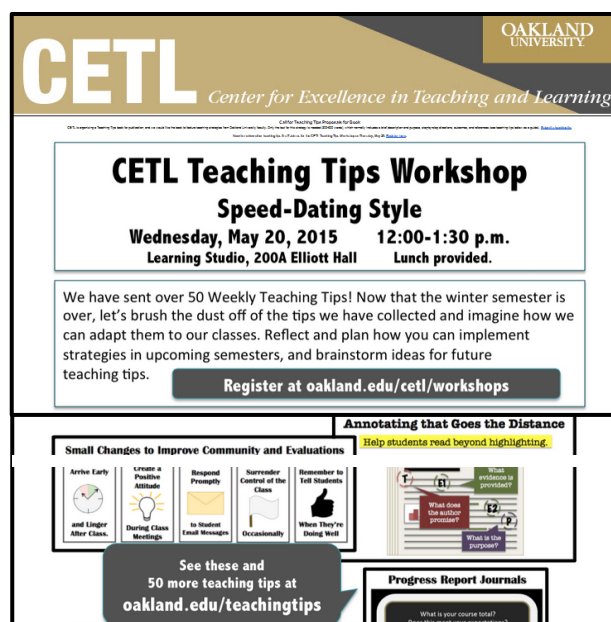


Figure: Flyer for Teaching Tips workshop

5-Minute Instructional Videos

This year we began to create short 5 minute instructional videos that can easily and quickly be viewed (see Initiatives and Highlights). Our goal is to include more of these in the future when we have additional staff who can devote time to create these videos. Good quality videos on teaching and learning often feature face-to-face recordings that are at least 30 minutes long. Since this format isn't best designed to help a distance audience who wants to review a specific teaching and learning concept related to higher education, we have planned a series of 5-minute instructional videos that cover basic concepts helpful for the university professor. We have produced one such video on our YouTube channel: www.youtube.com/user/CETLatOU. The video covers "Goals, Objectives, and Learning Outcomes," a cornerstone of well-planned teaching and learning. Other videos CETL will product in the future include: Constructive Alignment, Authentic Assessment, and active learning strategies demonstrated by OU faculty.

Teaching and Learning Modules

The CETL website continues to offer the 5 teaching and learning modules that we originally purchased 2 years ago. These modules are comprehensive and offer excellent information and skills. This program, however, is used infrequently by faculty.

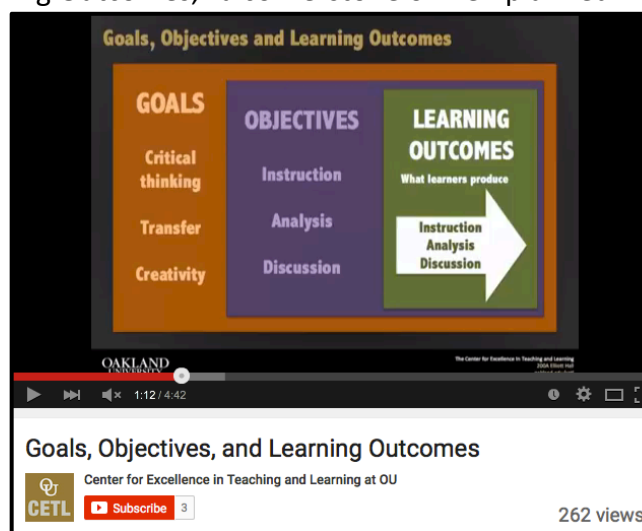
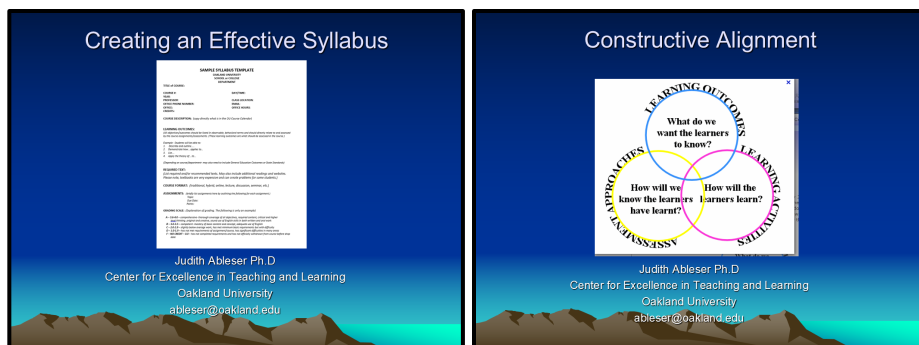


Figure: "Goals, Objectives, and Learning Outcomes"

Recordings of Workshops and PowerPoints

We continue to record and post all our workshops and the PowerPoint Presentations.

Sample PowerPoints



LIBRARY RESOURCES

CETL continues to offer a lending library with over 250 books on Teaching and Learning.

PART IV – PROMOTING TEACHING AND LEARNING

CETL ADVISORY BOARD

The CETL Advisory Board, comprised of faculty representing each school and four members from the college, met monthly throughout the year to provide support and recommendations for CETL programs and services. In addition to meeting participation, members assisted with and reviewed applications for grants and served as reviewers for the conference proposals. The Advisory Board worked on developing a strategic plan for CETL, which will be further refined this coming year.

This year, the Advisory Board worked on developing a strategic plan based on Oakland University's and CETL's mission statements and the Institutional Priorities developed by OU in 2011. The initial recommendations were as follows:

- 1) Enhance the practice of teaching and learning (student learning, success) for faculty and graduate students.
- 2) Increase the scholarship of teaching and learning and educational research across campus.
- 3) Improve effective teaching through the evaluation of teaching and learning (personal reflective practice, tenure/promotion).
- 4) Elevate the status (or value) of exemplary teaching and learning on campus.

Members of the CETL Advisory Board for 2014-2015:

Name	Department
William Solomonson	SEHS
Rod Nyland	SOM
Florence Dallo	SHS
Kathleen Spencer	SON
Beth Talbert	CAS/Com
Tom Raffel	CAS/Bio
Mark Simon	SBA
Byungwon Woo	CAS/P.S.
John Corso	CAS/Art and Art History
Sara Webb	Advising
Chris Kobus	SECS, Faculty Fellow
Christina Moore	CETL, WRT
Diane Underwood	e-LIS
Julia Rodriques	OU Libraries
Susan Awbrey	Academic Affairs/Senior Associate Provost

FACULTY FELLOW

This year we had only one faculty fellow, Byungwon Woo, an Assistant Professor from Political Science. He, however, managed to successfully complete more tasks for CETL than some years when we have had two fellows. He ran a full year Faculty Development Institute on High Impact Practices and developed and implemented the first year long Graduate Student Teaching Assistant Training Program. Both of these programs have been described in earlier components of this Annual Report. It has been a privilege to work with Byungwon over the past year. He was an actively engaged member of our CETL team.

From Byungwon Woo's report: "Overall, serving as a CETL faculty fellow was an extremely exciting and rewarding experience, although it was challenging at times. Most importantly, I learned a lot more about high impact practices than I ever expected by facilitating the FDI and I plan to incorporate some of them in revising my current courses. Organizing the Graduate Student Teaching Series was an exciting task yet admittedly, it was also in trial-and-error nature. Lastly, working with the CETL staff both renewed my appreciation of a teamwork and amazed me how well the CETL ran." He concludes with "As stated more than once, serving as a faculty fellow at the CETL was an extremely rewarding experience. I was supposed to assist the CETL to promote teaching and learning, but it was me who benefited the most while serving as a fellow. I learned more about high impact practices and college teaching in more general by facilitating the FDI and attending conferences and workshops. It was also very rewarding to see graduate students to become more familiar with teaching in a college setting through the teaching series. I am very glad to learn that the graduate student teaching series will be offered again by the CETL in the next year and hope it will become a regular yearly series at the CETL in the future.

While serving as a faculty fellow, I have received an incredible amount of support from the Director, Dr. Ableser, and staff. Dr. Ableser has consistently provided me with encouragement, new ideas, and timely advices and always been generous with praises. Her constant support was essential for me to remain focused and confident especially when I was doubting my ability to deliver workshops or presentations. Administrative support provided by Suzanne Flattery, Marian McClellan, and Christina Moore was just incredible. Without their support that often went above and beyond their call of duties, my year at the CETL would have been much more difficult. For all their support, I would like to express my appreciation to them."

STUDENTS for EXCELLENCE IN TEACHING (SET) FORUM

CETL continued to host two lunch sessions each semester with students for our Students for Excellence in Teaching Forum (SET). This year we worked with both Student Congress and the Advising Office to hear from a diverse perspective of students. CETL presented at a Student Congress meeting to explain the role of CETL and invite participation in the SET forum. Each session involved between 6-12 students. The provided excellent insights into their views of

teaching and learning. The main themes they discussed were the value of faculty-student engagement and positive interactions and active learning in the classroom.

COLLABORATION with eLIS

CETL and eLIS have a very strong collaborative working relationship. We continue to meet every two months to share ideas and brainstorm ways in which we can collaborate and provide appropriate services for faculty.

During our meetings we decided that we felt it would be in the best interest of our faculty if the two programs could collaborate on a more formal level by having both centers in the same facility. Our long term goal, is to provide some integration of some services and to move the CETL office from Elliott Hall into the space on the 4th floor in the Library next to eLIS. See Appendix 17 for the full proposal. The Director of CETL and the Interim Director of eLIS presented a proposal to the Senior Associate Provost for input. Although she supported the concept and intention, she did not feel that at this time it would be feasible due to space limitations in the library.

CETL and eLis continue to offer some cosponsored workshops and programs throughout the year including the winter series on Teaching with Technology.

COLLABORATION with SENATE COMMITTEE ON TEACHING

CETL continues to partner with the Senate Committee on Teaching and Learning. We provided the Teaching Excellence Award Workshop in the fall with the two winners of last year's Teaching Award. The Director of CETL sent a congratulatory letter to each of this year's nominees and invited them to meet 1:1 with her to discuss what they feel are their strengths and to see if there are ways in which they would like to become more involved with CETL. Of the more than 40 faculty contacted, approximately 20 met with the Director. The Senate Committee cosponsored the Instructional Fair with CETL and paid for the refreshments.

COLLABORATION with OAKLAND UNIVERSITY WILLIAM BEAUMONT SCHOOL OF MEDICINE

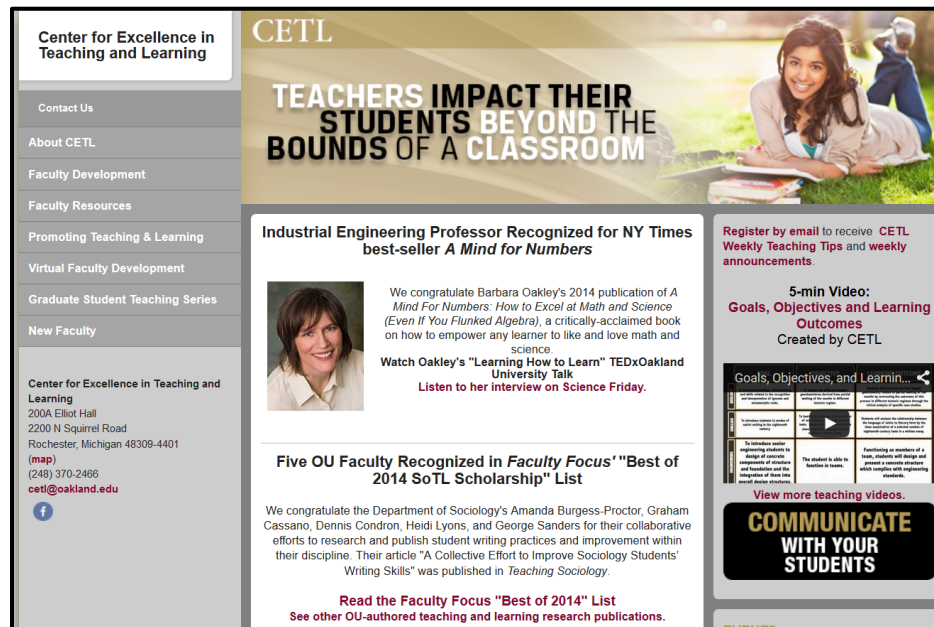
This year CETL invited faculty from the SOM to facilitate some workshops including the series on providing feedback and recommendations to faculty and students. Both sessions were well received. In addition, the Director of CETL presented a workshop on Active Learning for the SOM faculty.

PROMOTION and MARKETING

Website

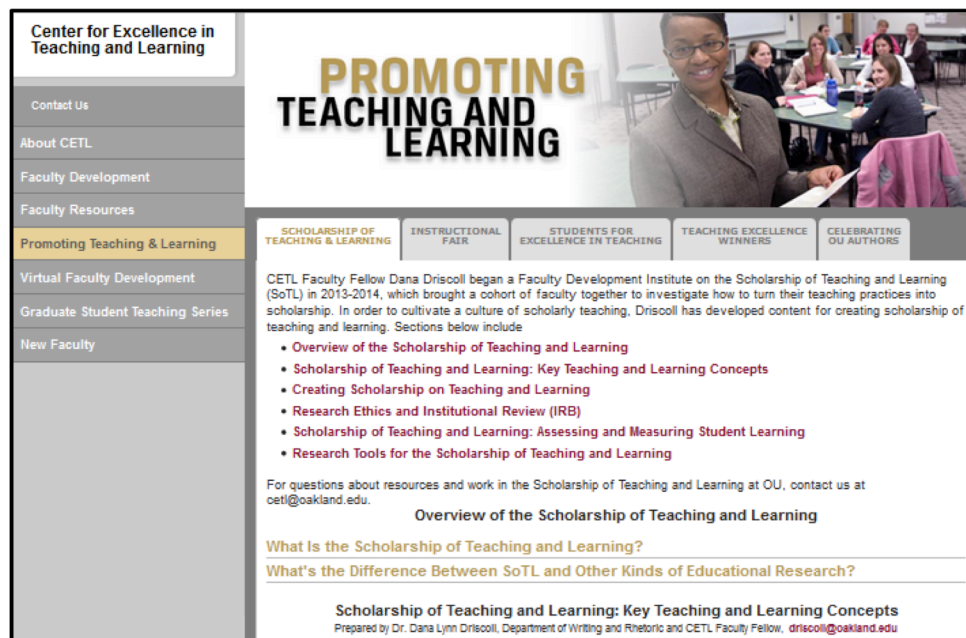
We continue to update our website on a regular basis. The website can be found at www.oakland.edu/cetl.

CETL Website Homepage



The screenshot shows the CETL (Center for Excellence in Teaching and Learning) website homepage. The header features the CETL logo and a large banner image of a smiling woman lying on grass with a child, with the text "TEACHERS IMPACT THEIR STUDENTS BEYOND THE BOUNDS OF A CLASSROOM". The left sidebar contains navigation links: Contact Us, About CETL, Faculty Development, Faculty Resources, Promoting Teaching & Learning (highlighted), Virtual Faculty Development, Graduate Student Teaching Series, and New Faculty. Below these links is contact information for the Center for Excellence in Teaching and Learning, including the address (200A Elliot Hall, 2200 N Squirrel Road, Rochester, Michigan 48309-4401), phone number (248) 370-2466, email cetl@oakland.edu, and a Facebook icon. The main content area has three columns. The first column features a photo of Barbara Oakley and text congratulating her for her 2014 publication *A Mind For Numbers: How to Excel at Math and Science (Even if You Flunked Algebra)*, mentioning her TEDxOakland University Talk and an interview on Science Friday. The second column features a photo of Amanda Burgess-Proctor and text congratulating her and other faculty for being recognized in the 2014 SoTL Scholarship "Best of 2014" List. The third column features a video player for "Goals, Objectives, and Learning Outcomes" and a call to action to "Communicate with your students".

CETL Website- Promoting Teaching and Learning Page



The screenshot shows the "Promoting Teaching and Learning" page on the CETL website. The header features the CETL logo and a large banner image of a smiling woman in a classroom, with the text "PROMOTING TEACHING AND LEARNING". The left sidebar contains navigation links: Contact Us, About CETL, Faculty Development, Faculty Resources, Promoting Teaching & Learning (highlighted), Virtual Faculty Development, Graduate Student Teaching Series, and New Faculty. Below these links is contact information for the Center for Excellence in Teaching and Learning, including the address (200A Elliot Hall, 2200 N Squirrel Road, Rochester, Michigan 48309-4401), phone number (248) 370-2466, email cetl@oakland.edu, and a Facebook icon. The main content area has a horizontal navigation bar with five tabs: SCHOLARSHIP OF TEACHING & LEARNING (highlighted), INSTRUCTIONAL FAIR, STUDENTS FOR EXCELLENCE IN TEACHING, TEACHING EXCELLENCE WINNERS, and CELEBRATING OU AUTHORS. Below the tabs is a paragraph about CETL Faculty Fellow Dana Driscoll's work on the Scholarship of Teaching and Learning (SoTL) in 2013-2014. This is followed by a bulleted list of resources: Overview of the Scholarship of Teaching and Learning, Scholarship of Teaching and Learning: Key Teaching and Learning Concepts, Creating Scholarship on Teaching and Learning, Research Ethics and Institutional Review (IRB), Scholarship of Teaching and Learning: Assessing and Measuring Student Learning, and Research Tools for the Scholarship of Teaching and Learning. Below the list is a paragraph about contacting Dana Driscoll for resources. The page concludes with the title "Overview of the Scholarship of Teaching and Learning" and a section titled "What Is the Scholarship of Teaching and Learning?" followed by "What's the Difference Between SoTL and Other Kinds of Educational Research?". At the bottom, it states "Scholarship of Teaching and Learning: Key Teaching and Learning Concepts" and credits the preparation to Dr. Dana Lynn Driscoll.

Faculty Resource Page on Website- with direct links to open resources

Center for Excellence in Teaching and Learning

Contact Us

About CETL

Faculty Development

Faculty Resources

Promoting Teaching & Learning

Virtual Faculty Development

Graduate Student Teaching Series

New Faculty



FACULTY RESOURCES

CONFERENCES

WEEKLY TEACHING TIPS

GRANTS

LIBRARY RESOURCES

HANDBOOKS & ADDITIONAL DOCS

Faculty Handbook
The guide for all of the basics of the Oakland University campus, from faculty and student resources and SAIL tutorials to the tenure process and emergency protocols. For new and veteran faculty, it is the one-stop place for all information. [Download it here.](#)

Handbooks and Guides

- Faculty Handbook 2015-2016
- Faculty Social Guide to Metro Detroit
- Registrar's Handbook
- Teaching Tips Series Book (2013-2015) See the original Teaching Tips series at [oakland.edu/teachingtips](#)
- Faculty Guide - Students with Disabilities
- Instructional Fair Booklet of Teaching Strategies (2015, 2013)
This handy booklet of teaching strategies comes from faculty across all departments, featuring one-page sheets to implement the activity in your class.

Oakland University Documents

General Education

- General Education at OU
- General Education Presentation (Faculty Orientation, 8/2013)
- General Education Program

Academic Conduct

- OU Academic Dishonesty Policies and Procedures
- Academic Dishonesty

Facebook



The Center for Excellence in Teaching and Learning at OU

Education

Create Call to Action

Liked

Message

83 likes +1 this week

Cornelia Pokrzywa and 27 other friends

29 post reach this week

Invite friends to like this Page

Reach a new milestone

100 Likes

Timeline About Photos Likes More

Status Photo / Video Offer, Event +

What have you been up to?

The Center for Excellence in Teaching and Learning at OU shared Oakland University's video.

Published by Christina Moore [?] · 4 hrs ·

Oakland University is hosting its second TEDx in C still open for speakers if you know of any Metro De

The Center for Excellence in Teaching and Learning at OU

Published by Christina Moore [?] · February 24 ·

Weekly Teaching Tip: Grab quick feedback on how the class session went, and follow up in the next class accordingly with Snapshot End-of-Class Assessment.

CETL Weekly Teaching Tips presents

Snapshot: End-of-Class Assessment

As the term unfolds, staying informed of how your students are doing in your courses presents some interesting opportunities. Without adding any new assignments, quizzes, exams or extra grading, you can stay informed by using a simple formative assessment strategy called Snapshot.

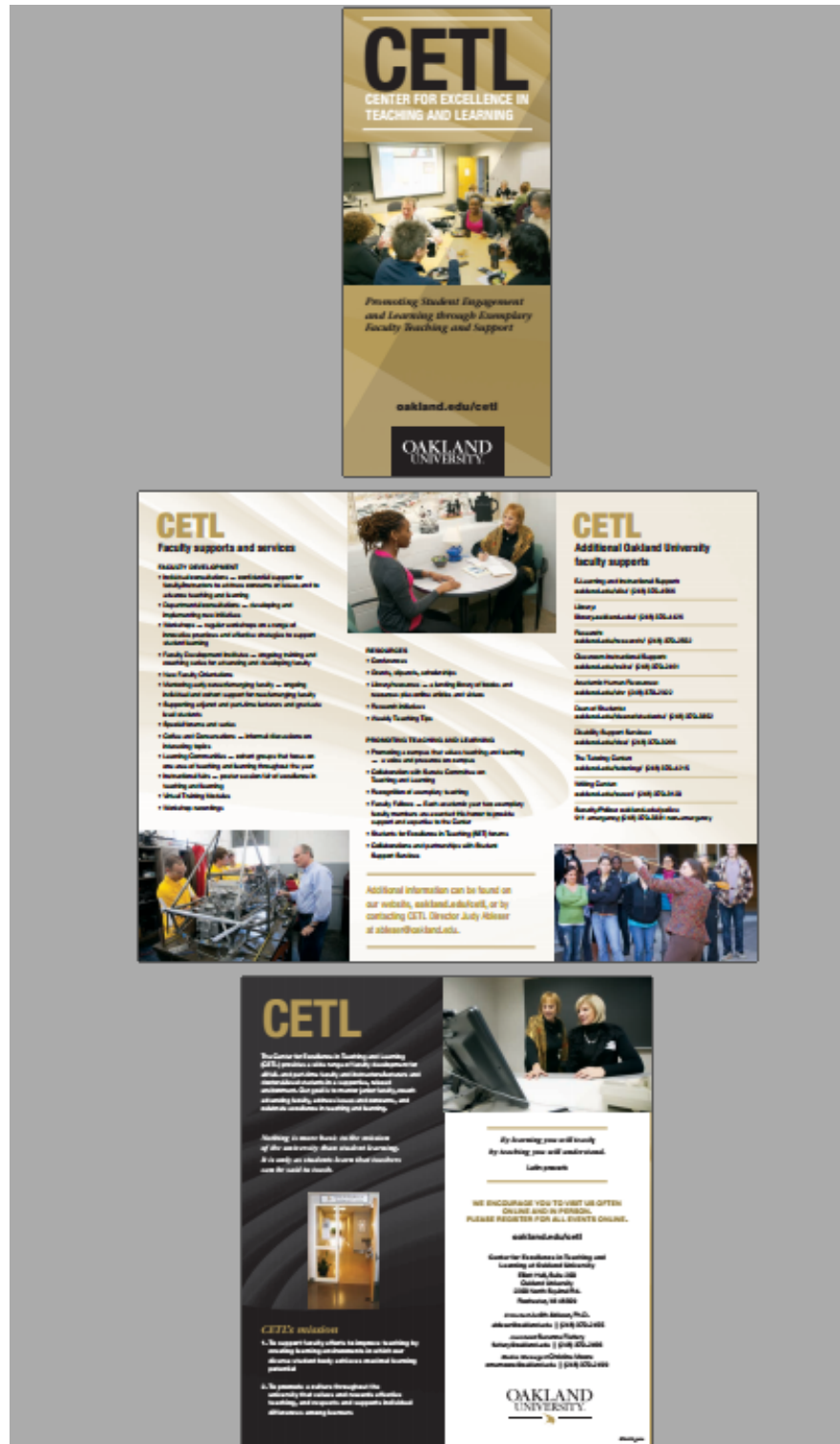


For details on the timing and takeaways, visit oakland.edu/teachingtips

The OU Center for Excellence in Teaching and Learning adapted this from Rebecca Clemente's contribution to the 2014-2015 Teaching Issues in Writing Consortium. She adapted this material from The Stoplight Method: An End-of-Lesson Assessment (2014), where this method is used in a high school English class.

Brochure

Each year we distribute a copy of our CETL brochure to all full time faculty and have them available in specific sites on campus (i.e. eLIS, Academic Affairs, Library)



e-Blasts

Each Wednesday we send out an e-blast announcing all the events and programs for the coming week. Participants can register directly by clicking on the links in the interactive e-blast. These e-blasts are sent out to 1,442 faculty/staff and graduate students who have registered to be on our listserv.

Sample e-Blast

CETL
Center for Excellence in Teaching and Learning

OAKLAND
UNIVERSITY

Next Week at CETL

Click on each day to register for the event. Review full workshop descriptions [here](#).

MON MAR 30	
TUES MAR 31	CLICK TO REGISTER FOR THE WORKSHOP STEM Teaching and Learning Series: Part 2 of 2 STEM Best Practices in Scientific Writing FULLY BOOKED Contact Suzanne at flattery@oakland.edu to be placed on a waiting list.
WED APR 1	CLICK TO REGISTER FOR THE WORKSHOP Writing Recommendations and Feedback Series: Part 1 of 2 Writing Recommendations for Students & Faculty Christina Grabowski, OUWB School of Medicine Learn strategies for writing effective letters of recommendation to students applying to graduate and professional schools, and for colleagues. Lunch provided. 12:00-1:30 p.m.
THURS APR 2	DIVERSITY, EQUITY AND INCLUSION CONFERENCE Oakland University
FRI APR 3	CLICK TO REGISTER FOR THE WORKSHOP Adapting Best Practices of MOOCs Greg Allar, International Studies With Shaun Moore, Cindy Sifonis, and Barbara Oakley This workshop offers three different perspectives to engage and enhance student learning in both on-campus and online classes based on strategies found in Massive Open Online Courses (MOOCs). Lunch provided. 12:00-1:30 p.m.
SEE ALL UPCOMING WORKSHOPS	
SEE UPCOMING COFFEE AND CONVERSATIONS	
UPCOMING EVENTS	Coffee and Conversation with President Hynd Monday, April 6 12:00-1:00 p.m.
	Providing Feedback to Students & Faculty Workshop Thursday, April 9 12:00-1:30 p.m.

ANNOUNCEMENTS

Call for Faculty Fellows

Proposals due Tuesday, April 7

CETL recognizes and values the strong commitment toward teaching and learning by our talented faculty. Each year we award two such faculty the opportunity to share their expertise in teaching and learning by serving as a Faculty Fellow in our Center. Each fellow provides approximately 8 hours a week of service in exchange for a fall and winter course release. The role of the faculty fellow involves facilitating a year-long faculty development institute, collaborating in conference planning, and supporting other CETL initiatives. Visit oakland.edu/cetl/facultyfellows for details on eligibility and application.

Providing Effective Feedback and Recommendation Series

This two-workshop series provides best practices on writing recommendation letters for colleagues and students. It also covers how to write feedback for peer publication writing and reviews. Sign up for one or all workshops individually at oakland.edu/cetl/workshops.

Writing Effective Recommendations for Students and Faculty – Wed, Apr. 1
Providing Effective Feedback for Students and Faculty – Thurs, Apr. 9

OU-Windsor Conference on Teaching and Learning

Save the date for this annual conference, **May 13-14, 2015**, which will be hosted this year at the **University of Windsor**. Registration costs for OU faculty, staff, and graduate students are covered by the Provost's Office.

Call for Applications: Lilly Conference Travel Grant

Save the date for this annual teaching and learning conference, **October 15-17, 2015**, which takes place in Traverse City, MI. Every year, CETL funds 20 faculty members to attend the conference, giving preference to first-time attendees and presenters, and then those who submit earlier. **Apply for the grant by June 15 at oakland.edu/cetl/grants.**

Newsletters

We create and send out a Fall Newsletter during the last week of August and a Winter Newsletter during the first week of January. The newsletter highlights all programs and events for that semester. Each newsletter is between 6-8 pages. This is sent out to all on our listserv.

Sample page from our Winter 2015 newsletter

The Center for Excellence in Teaching and Learning at OU

Winter 2015 Newsletter

Events at a Glance

WELCOME

Welcome to 2015. With this new year, may we all continue to focus on student learning and student success by enhancing our own teaching and learning. The Center for Excellence in Teaching and Learning (CETL) provides support to all faculty, instructors, professional staff and graduate students in all areas of teaching and learning and recognizes and values teaching/learning excellence.

Check us out at www.oakland.edu/cetl to see all our programs and services including many virtual resources, training and supports. Come visit us (and have a cup of coffee or hot chocolate on a cold winter's day) in the 200 Suites of Elliott Hall. You can also contact us at (248) 370-2466 or at cetl@oakland.edu (general email), ableser@oakland.edu (Judy Ableser, Director) or flattery@oakland.edu (Suzanne Flattery, Assistant).

NEW CETL INITIATIVES

WORKSHOP CERTIFICATE SERIES

Along with our regular workshops, CETL will offer "workshop series" of 2-4 workshops based around a topic or theme. This semester's series include Teaching with Technology, Campus Behavior, Teaching and Learning in STEM, and Feedback and Recommendation. We encourage participants to register for each workshop in the series or for any individual workshop or combination of workshops. Recordings of these workshops will be available. A certificate of participation will be available on request if you have attended the full series.

TEACHING WITH TECHNOLOGY Digital Organization Instructional Toolkit Online Collaboration Class Instructional Tech	CAMPUS BEHAVIOR Harassment & Discrimination Behavior Problems Emergency Preparedness Active Shooter
TEACHING AND LEARNING IN STEM Working with STEM Teaching Assistants STEM Best Practices in Scientific Writing	FEEDBACK AND RECOMMENDATION Writing Effective Recommendations Providing Effective Feedback


COFFEE AND CONVERSATION WITH THE PRESIDENT AND PROVOST

We are pleased to announce that Provost James Lentini and President George Hynd will share their views and engage faculty in an open conversation on teaching and learning.

Conversation with the Provost on Teaching and Learning Thursday, March 5 12-1 p.m.
Conversation with the President on Teaching and Learning Monday, April 6 12-1 p.m.

CETL SHORTS: 5-MIN INSTRUCTIONAL VIDEOS

CETL is creating 5-minute instructional videos for the basics of teaching in higher education. The first video created on *Goals, Objectives and Learning Outcomes* can be found on our homepage at oakland.edu/cetl. To hear of upcoming videos, visit OAKLAND.EDU/CETL/VIRTUAL, or like our Facebook page.



1


Friday Announcements

Each week CETL posts information about all programs and events in the University's Friday Announcements.

Sample page from Friday Announcements

Friday Announcements

from the Office of the Provost



News from the Center for Excellence in Teaching and Learning (CETL)

CETL Meet and Greet
Have you heard of CETL, but aren't sure what it is about?

Please join us in the Learning Studio in 200A Elliott Hall to meet all of us at the Center for Excellence in Teaching and Learning, and learn about our services and resources. Refreshments provided.

Drop in any time during the open hours below

Monday, September 15th, 4:00 pm - 6:00 pm
- or -
Tuesday, September 16th, 12:00 pm - 1:30 pm

Unable to attend?

Visit us online at oakland.edu/cetl

Sign up for weekly e-mails at oakland.edu/cetl/signmeup

Weekly Teaching Tips:

Weekly Teaching Tips, landing in inboxes and popping up on Facebook, offer a quick-to-implement teaching strategy. Weekly Teaching Tips are inspired by our OU community and faculty across the country. Since we cannot sneak into all of our colleagues' classes, let's continue sharing Weekly Teaching Tips from OU faculty.

Sign up for Weekly Teaching Tips:
www.oakland.edu/cetl/signmeup

If you have a strategy for assessing group work, using tech tools or improving study skills, offer us a quick write-up, and we may turn it into a CETL Weekly Teaching Tip. Submit your teaching tip to www.oakland.edu/teachingtips.

Teaching Tips on Facebook:
CETL's Weekly Teaching Tips, along with reminders and other resources, are available on our Facebook page: The Center for Excellence in Teaching and Learning at OU.

Please join us for:
"GenX +: How do Generational Differences Impact Effective Teaching and Learning" workshop
Wednesday, Sept. 17, 2014
12:00 – 1:30 p.m.
200A Elliott Hall (The Learning Studio)
Lunch provided

Facilitated by Mary Dereski, Associate Professor,
Biomedical Sciences, School of Medicine

- Identify generational differences and the impact of past experiences on these differences
- Recognize preferences in generational communication styles
- Recognize preferences in generational teaching and learning styles
- Discuss recommended changes in communication & curriculum delivery based on generational preference

PART V – CONCLUSIONS

FUTURE GOALS

Oakland University is currently in the process of establishing and implementing their overall strategic plan. The primary goals for Oakland are:

The CETL Director serves on the Committee for Goal #1. It is the hope that the value of teaching and learning that is central to CETL will be articulated and embraced by the entire OU community throughout this process. With the OU strategic plan and mission statement as a foundation the following are the goals for CETL for 2015-2016.

1. To work with the Oakland University to further develop and begin to implement the Universities Strategic Plan with a focus on Goal #1: “
2. To develop a five year strategic plan for CETL using the OU strategic plan as a foundation.
3. To develop a growth plan for CETL as part of CETLs strategic plan
4. To continue to redefine teaching evaluations and what constitutes evidence of teaching effectiveness as an outgrowth of working with the strategic planning committee and the Provost’s Office and Academic Affairs.
5. To continue to provide effective services and programs to enhance new faculty orientations, mentoring and support for their transitions.
6. To work with Academic Affairs and the Provost’s Office to develop support and training for chairs and department directors.
7. To continue to develop and implement programs and services, including a year-long series for Graduate Students to serve as teaching assistants and future faculty.
8. To plan, organize and implement the 10th Annual International Teaching and Learning Conference with the University of Windsor which will be hosted at Oakland in May 2016.

ACKNOWLEDGEMENTS

I am eternally grateful to the outstanding CETL team. The success of any program is dependent on the combined efforts of all involved. Each member of the team is strong and competent as an individual, yet together we are stronger yet. I am always so impressed by the coordination, collaboration, self-motivation and initiatives that these team players demonstrate.

My gratitude is extended to Byungwon Woo, our Faculty Fellow this past year, who took on and successfully implemented as many programs as two faculty fellows have done in previous years. We have been so happy with our summer student employee, Victoria Kendziora. Although she just completed her freshman year, she has handled herself so professionally and conducts herself with such maturity. Christina Moore, our Media Manager/Specialist never ceases to amaze. She has taken CETL to a new level with her virtual resources, teaching tips, scheduler, website and marketing. She was also responsible for training Victoria before leaving for her maternity leave, making this a seamless transition. Marian McClellan continues to manage our finances with ease and great ability, something that I could never accomplish. And last, but certainly not least, I thank Suzanne Flattery, our CETL assistant, who welcomes everyone with such grace and care and makes sure that the day to day operations run smoothly. It is incredible how effortless she makes all her efforts look!

I would also like to thank the Advisory Board who continues to provide guidance and insight and a good perspective to CETL. Each member on the board takes their role seriously and offers valuable service to CETL. I am grateful to those programs that we have collaborated with over the year, including Oakland Police, Student Services, the Office of the Dean of Students, the library, Office of Research, and most predominately, eLIS. Each department provides essential services and when we work together, we make Oakland a better university.

Finally, I would like to thank and extend my great appreciation to Dr. Susan Awbrey, Senior Associate Provost, and all those in the Provost's Office, for supporting CETL and for valuing teaching and learning at Oakland University.

Respectfully,

Judith Ableser PhD.- Director

PART VI - APPENDICES

Appendix 1: Graduate Teaching Series- Mid-Year Feedback- Day

Wednesday Afternoon Grad Teaching (4 responses)

Question	Responses
1. Rate this series, at this 1/2 way point in the year	Avg score : 4.75 (responses : 5,4,5,5)
2. What aspects do you appreciate about this series?	<p>Response: I appreciate the interaction and opportunities to obtain information on Teaching at Oakland University.</p> <p>Response: So far the series has been useful, and I think it's valuable to talk to teachers and TA's from other disciplines. I think the course preparation lesson was great. I'm also hearing about a lot of tools available on the OU website that I didn't know about.</p> <p>Response: The enthusiasm and experiences of Dr. Woo are very informative. I also appreciate the discussions he allows to take place.</p> <p>Response: Dr. Woo 's sharing personal experience that made us feel comfortable. Also sharing everyone else's experiences and class discussion. Also as i missed a class, i could see the lecture/ session on line. Best!</p>
3. Are there any changes that could make this more effective for you?	<p>Response: Not as of now.</p> <p>Response: I could really use some time to get feedback on my teaching style from my peers in the course, but I know that's coming next semester!</p> <p>Response: No, I'm pleased with the format and the instructor.</p> <p>Response: If possible Skype class or google + web class.</p>
4. Additional comments	<p>Response: Looking forward to the Winter Semester and gaining valuable experience and knowledge.</p> <p>Response: I think it would be great to offer sessions more tailored toward specific disciplines. Maybe CETL could partner with faculty from different departments to organize something like this in the future. I would also love if CETL offered a series for grad students and TA's who want to become professors in the future (we don't get much experience in course development as TA's, because the course framework is laid out for us by our supervising professor). It would also be useful to have some general guidance in making the transition from the role of TA to that of professor.</p> <p>Response: Dr. Woo is an excellent instructor. He is sensitive, strong, and fair.</p> <p>Response: It was an informative and useful session to be a teacher assistant.</p>

Graduate Teaching Series- Mid-Year Feedback- Evening

Thursday Evening Grad Teaching (3 responses)

Question	Responses
1. Rate this series, at this 1/2 way point in the year	Avg score : 4.33 (responses : 4,5,4)
2. What aspects do you appreciate about this series?	<p>Response: Insights from Prof. Woo and guidance of Prof. Ableser, and the shared experiences of series classmates - excellent exchange.</p> <p>Response: I love how personalized and individualized it is, to fit the participants' experiences. The variety of topics is also very influential.</p>
3. Are there any changes that could make this more effective for you?	<p>Response: Clarifying the pathway to and preparations for prospective instructors' first teaching assignments would be helpful.</p> <p>Response: The only negative thing for me was having to leave early for class, but hopefully I will be able to stay for the entire sessions next semester. :)</p>
4. Additional comments	<p>Response: I would very much like to take part in this series again for the 2015-2016 school year, if you run it again.</p>

Appendix 2: Graduate Teaching Series- Year-End Feedback

Question	Responses
1. I have/will be able to apply concepts and skills learned through this series.	Avg score : 4.50 (responses : 5,5,5,4,4,4)
2. Overall rating of the value of this series.	Avg score : 4.83 (responses : 5,5,5,5,4,5)
3. I will continue to participate in programs and services offered through CETL.	Avg score : 4.83 (responses : 5,5,5,4,5,5)

4. List/describe some concepts/skills/strategies that you have been able to use/apply.	<p>Response 1: How to prepare and deliver lectures. How to deal with various situations and issues that could arise in the classroom.</p> <p>Response 2: Coping with absent students Coping with belligerent students Learning that teaching high school and college are the same</p> <p>Response 3: blank</p> <p>Response 4: blank</p> <p>Response 5: Since I am an international student, for me it is important to get resources to teaching methods and strategies. Section planning a lesson was very helpful</p> <p>Response 6: How to ice break in class, and introduction among class . How to evaluate learning/understanding the course study, of students. Understanding Student perspective in better way. How to prepare for lecture.</p>
5. Highlights/strengths of this series	<p>Response 1: The opportunity to learn techniques and guidelines for being a TA and to practice them.</p> <p>Response 2: Dr. Woo's transparent and friendly personality made all of the lessons enjoyable.</p> <p>Response 3: blank</p> <p>Response 4: blank</p> <p>Response 5: Discussions and examples of participants and their own experiences. Many examples by Prof. Woo were offered, great.</p> <p>Response 6: Getting clear concept of teaching at university level. Personal experiences of Instructor gave encouragement and confidence to participants. Presentation of participants of different departments, brought knowledge of all areas.</p>
6. Recommendations for changes to this series	<p>Response 1: blank</p> <p>Response 2: I thought it was great. I also liked the director's flexible approach.</p> <p>Response 3: blank</p> <p>Response 4: blank</p> <p>Response 5: blank</p> <p>Response 6: It was a nice training series, I would like to use some practical demo in class for participants either it is a pretend class. But different than class of series participant.</p>
7. Suggestions for future workshops, programs or services offered by CETL.	<p>Response 1: blank</p> <p>Response 2: Serve a full dinner at every session. We are poor and hungry (smile). I would appreciate receiving the certificate to mention on my resume for when I apply to teach at other universities. I believe I was told we would get a certificate. Was I correct?</p> <p>Response 3: blank</p> <p>Response 4: blank</p> <p>Response 5: workshop - groups of students work in class to prepare a syllabus or part of a class, 1st e.g.</p> <p>Response 6: More practical work for participant. and time should be by 6pm as most of the students get off of class after 5:30 to 6pm.</p>
8. Any additional comments are welcome	<p>Response 1: blank</p> <p>Response 2: Even though I have taught for over 20 years, I learned from attending the sessions. Please continue them. I feel prepared to teach my first college class in Fall 2015. Thank you!</p> <p>Response 3: blank</p> <p>Response 4: blank</p> <p>Response 5: Great series, I would do it again</p> <p>Response 6: It was an exceptional training series of Graduate Assistants</p>

Appendix 3: Consultation Request by Rank/Department

Rank	
Assistant Professor	39
Associate Professor	14
Special Lecturer	14
Professor	8
Staff	8
Administrator	7
Lecturer	7
Student	4
Special Instructor	4
Visiting Professor	3
TOTAL	108
TOTAL UNIQUE/DIFFERENT FACULTY	88

Appendix 4: Consultation by School/College

School/College	
CAS	54
Nursing	10
Other	13
SEHS	7
Health Sciences	6
Library	6
SECS	6
SOM	4
SBA	2
Total	108

Appendix 5: Consultation by CAS Departments

Departments	
Writing and Rhetoric	9
Psychology (7 +2)	9
Art	8
Journalism	5
Sociology, Anthro.....	3
International Studies	3
English	3
Math	2
Physics	2
Political Science	2
Languages	2
Biology	2
Music, Drama & Dance	2
Chemistry	1
Economics	1
Total	54

Appendix 6: Workshop/Session Participation

Course Name	Total Enrollments
2015 OU - Windsor Conference Theme Introduction	16
Adapting Best Practices of MOOCs into Your Courses	14
Balancing Academic Careers & Life Demand	2
CETL Teaching Tips	3
Chairs' Forum - Course Evaluations	5
Classroom Instructional Technologies	17
Coffee & Conversation with the President on Teaching and Learning	22
Coffee and Conversation with the Provost on Teaching and Learning	20
Communicating with Students	10
Connecting Outcomes, Instruction & Assessment - Constructive Alignment	19
Dealing with Behavior Problems in the Classroom...	16
Digital Instructional Toolkit	14
Digital Organization	23
Emergency Preparedness & Reporting Behavior Concerns	13
Engaging STEM Students in the Classroom: Practical Tips for Teaching	22
Evaluating Teaching	9
Facilitating Learning Communities	14
Faculty Development Institute Orientation - High Impact Practices	15
Faculty Development Institute Orientation - Mentoring for Emerging Faculty	14
Gen X+: How do Generational Differences Impact Effective Teaching & Learning	14
General Education - Why, What and How	20
Getting Your Research Moving in the Right Direction	21
Graduate Student Forum: Orientation to Series on Teaching as a Grad Student	29
Harassment and Discrimination on Campus - CANCELLED	11
Hostility and Microaggression in the Classroom	10
Identity Issues for Underrepresented Faculty and Students	4
IRB "Approval for Research with Human Subjects"	18
New Faculty Breakfast	7
New Full Time Faculty Orientation & Workshop 2014	55
New Part-time Faculty Orientation Workshop - 2014	23
On-line Collaboration	8
Orientation to P4 Research Group	9
OU's Second Instructional Fair	70

Partnering with Student Support Services	8
Providing Effective Feedback to Students and Faculty	15
Public Speaking for College Teaching	13
Scholarship of Teaching and Learning	18
Seeking Grants and Writing Proposals	27
Sharing Your Teaching Strategies Speed-Dating Style	7
STEM - Best Practices in Scientific Writing	32
Student Forum (SET) II - Winter 2015	11
Student Forum (SET) 1 -Winter 2015	11
Student Forum (SET) Session I - Fall 2014	8
Student Forum (SET) Session II - Fall 2014	7
Student Forum (SET) Session III - Fall 2014	4
Supervising Students Effectively in STEM Research	21
Teaching Excellence Award Winners - 2014	18
Teaching Grant	22
Teaching International Students	5
What Do Course Evaluations Tell Us?	9
Working with STEM Teaching Assistants	24
Writing Effective Recommendations for Students and Faculty	28
Authentic Assessment and Rubrics	22
Chairs Forum	4
New York Times in the Classroom	10
The Active Shooter on Campus...	12
Totals	903

Appendix 7: Workshop/Session Participation by Unit

Total number of records shown : 72		
Organization	Total Enrollments	Total Unique Students
<i>not resolvable</i>	115	71
2154 - Academic Affairs	2	1
0460 - Accounting & Finance	1	1
2609 - Admissions	1	1
2590 - Admissions Orientation HRS Adm Org	5	2
3529 - Alumni Engagement	0	0
3548 - Annual Giving	1	1
0138 - Art & Art History	13	9
0020 - Arts & Sciences	7	3
8787 - Arts & Sciences Advising	9	5
2836 - Athletics Administration	2	1
0305 - Biological Sciences	40	18
0030 - Business Administration	12	10
5335 - Campus Rec Aquatics HRS Adm Org	1	1
5330 - Campus Recreation	3	1
3348 - Career Services	1	1
2163 - Center - Excellence in Teach/Learn	21	3
0289 - Center for International Programs	22	3
0107 - Center for Student Activities	1	1
0542 - Chemistry	22	12
0415 - Cntr for Multicultural Initiatives	1	1
1664 - Communication & Journalism	14	8
2064 - Computer Science & Engineering	22	8
1770 - Counseling	6	3
0880 - Decision & Information Science	8	5
6227 - Dept of Organizational Leadership	15	6
3210 - Disability Support Services	5	3
0645 - E-Learning & Instructional Support	5	3
0630 - Economics	14	4
0040 - Education & Human Services	1	1
2185 - Electrical & Computer Engineering	21	6
0050 - Engineering & Computer Science	5	4

0666 - English	9	7
0683 - Exercise Science	4	2
0060 - Eye Research Institute	1	1
3154 - First Year Advising Center	8	3
3303 - Graham Health Center	0	0
0070 - Health Sciences	27	15
0763 - History	14	3
2055 - Human Development & Child Study	12	4
2095 - Industrial & Systems Engineering	5	4
2669 - Institutional Research	3	3
4112 - Legal Affairs/GenCouns/BdOfTrustees	1	1
0080 - Library	14	9
0957 - Linguistics	10	4
0780 - Management & Marketing	12	5
1038 - Mathematics & Statistics	29	12
2102 - Mechanical Engineering	36	7
1107 - Modern Languages & Literatures	17	12
1203 - Music, Theatre & Dance	5	4
0090 - Nursing	32	18
5379 - Oakland Center	4	1
0109 - Oakland Post HRS Adm Org	1	1
2701 - Office of Research Administration	8	5
2164 - Office of the Senior Assoc Provost	0	0
3217 - Orientation and New Student Program	3	1
1233 - Philosophy	10	4
1283 - Physics	16	7
1346 - Political Science	20	5
4285 - President	1	1
1461 - Psychology	15	9
2800 - Reading & Language Arts	7	4
2621 - Registrar	4	4
0100 - School of Medicine	76	22
2721 - SEHS Student Teacher Placement	1	1
1495 - Sociology & Anthropology	22	12
6226 - Teacher Develop & Educ Studies	21	13
3102 - Tutoring Center	2	1

3118 - University Housing	9	5
2167 - University Technology Services	1	1
2141 - Upward Bound	1	1
1663 - Writing & Rhetoric	44	11

Appendix 8: Workshop/Session Participation by Rank/Position

Total number of records shown : 12		
Participant Type	Total Enrollments	Total Unique Students
Faculty - Assistant Professor	247	91
Faculty - Associate Professor	125	52
Faculty - Clinical Faculty	3	2
Faculty - Full Professor	52	19
Faculty - Part Time Faculty	51	35
Faculty - Special Instructor	41	19
Faculty - Special Lecturer	111	37
Graduate Assistant	31	23
Staff - Administrative	113	53
Staff - Clerical Technical	8	6
Student Employee	33	23
Unassigned	88	50

Appendix 9: Workshop Ratings

Date	Workshop Title	Presenter	Ratings
8/21/2014	New Full Time Faculty Workshop	Judy Ableser	4.1
8/26/2014	New Part-time Faculty Orientation Workshop	Judy Ableser	4.8
9/9/2014	FDI Orientation – Mentoring for Emerging Faculty	Judy Ableser	4
9/17/2014	Gen X+: How Do Generational Differences Impact Effective Teaching and Learning	Mary Dereski	3.8
10/1/2014	Sharing Your Teaching Strategies Speed-Dating Style	Judy Ableser	4.5
10/7/2014	Partnering with Student Support Services	Judy Ableser	5
10/21/2014	Connecting Outcomes, Instruction & Assessment: Constructive Alignment	Judy Ableser	4.3
10/29/2014	General Education: Why, What and How	Susan Awbrey	3.8
10/30/2014	Engaging STEM Students in the Classroom: Practical Tips for Teaching	Laila Guessous	4.2
11/5/2014	Scholarship of Teaching and Learning	Dana Driscoll	4.6
11/12/2014	Teaching Excellence Award Winners – 2014	Judy Ableser	4.4
11/20/2014	New York Times in the Classroom	Mike Mooney	4.5
11/25/2014	Public Speaking for College Teaching	Elizabeth Talbert	4.6
12/3/2014	Supervising Students Effectively in STEM Research	Laila Guessous	4.3
12/9/2014	Authentic Assessment and Rubrics	Judy Ableser	5
1/13/2015	Digital Organization	Nic Bongers & Shaun Moore	4.5
1/20/2015	Digital Instructional Toolkit	Amanda Hess	4.5
1/21/2015	OU's Second Instructional Fair	Multiple Presenters	4.2
1/27/2015	On-line Collaboration	Christina Moore	4.
1/28/2015	2015 OU-Windsor Conference Theme Introduction	Erika Kustra	4.3
2/3/2015	Classroom Instructional Technologies	Adam Gordon & Rusty Pidsosny	4.8
2/9/2015	Teaching Grant	Judy Ableser	5.0
2/18/2015	Working with STEM Teaching Assistants	WISE Group	4.3
3/11/2015	Dealing with Behavior Problems in the Classroom	Judy Ableser	4.8
3/18/2015	Emergency Preparedness & Reporting Behavior Concerns	Nancy Schmitz & Mark Gordon	4.5
3/25/2015	The Active Shooter on Campus	Mark Gordon	4.8
3/31/2015	STEM – Best Practices in Scientific Writing	WISE Group	4.3
4/1/2015	Writing Effective Recommendations for Students and Faculty	OUWB SOM faculty	4.9
4/9/15	Providing Effective Feedback to Students and Faculty	OUWB SOM faculty	5.0
5/28/2015	Getting Your Research Moving in the Right Direction	Panel of Faculty Researchers	4.7
6/4/2015	Seeking Grants and Writing Proposals	L. Darga, A. Delavan & P. Krishna	N/A
6/11/2015	IRB “Approval for Research with Human Subjects”	Becky Sandborg	4.7

Appendix 10: Mentoring FDI- Mid-Year Feedback

Mentoring Emerging Faculty (11 responses)

Question	Responses
1. Rate this series, at this 1/2 way point in the year	Avg score : 4.27 (responses : 4,5,5,5,4,4,4,4,5,4,3)
2. What aspects do you appreciate about this series?	<p>Response: Time to talk to peers, work through our issues. I appreciate that the time isn't particularly structured</p> <p>Response: Being new faculty it was very important to me to be able to meet others and form lasting relationships. I think the mentoring group is facilitative to that.</p> <p>Response: Connecting with faculty from around the university and getting specific feedback on issues like tenure files, syllabi, grading rubrics etc. The discussion on grading has helped me streamline my process and save a lot of time.</p> <p>Response: Sharing experiences with others</p> <p>Response: Support from other faculty in a very open environment</p> <p>Response: chance to share and hear others' stories</p> <p>Response: Social aspect, knowing that there are other people going through similar experiences</p> <p>Response: That everybody shares their expectations and their performance. This gives me a good idea of how I am doing so far.</p> <p>Response: I like the camaraderie and the ability to discuss difficulties.</p> <p>Response: Sharing teaching practices and ideas.</p> <p>Response: I like the ability to talk with my colleagues who are starting as new faculty to share tips, challenges, and successes.</p>
3. Are there any changes that could make this more effective for you?	<p>Response: Perhaps it will be beneficial if we organized each session according to a theme, similar to the workshops. I think this will give more structure to the meetings.</p> <p>Response: Discussions could be a little more focused</p> <p>Response: Nothing comes to mind</p> <p>Response: Help set up talks about diverse funding opportunities</p> <p>Response: Some of the guest speakers tend to take over the conversation from Judy. I think that's unfair for Judy.</p>
4. Additional comments	<p>Response: I'm really glad this is available.</p> <p>Response: This is a really important group for me. I really appreciate all of your work. Thank you so much.</p>

Appendix 11: Mentoring FDI- Year-End Feedback

Question	Responses
1. I have/will be able to apply concepts and skills learned through this FDI.	Avg score : 4.25 (responses : 5,5,5,2)
2. This mentoring group supported my transition to Oakland University.	Avg score : 4.75 (responses : 5,5,5,4)
3. Overall rating of the value of this FDI.	Avg score : 4.75 (responses : 5,5,5,4)
4. I will continue to participate in programs and services offered through CETL.	Avg score : 5.00 (responses : 5,5,5,5)
5. List/describe some concepts/skills/strategies that you have been able to use/apply.	<p>Response 1: Balancing service, teaching and research.</p> <p>Response 2: - strategies how to manage classroom discussions and where to turn for help if students create troubles in a class. - how to read evaluations and improve them by giving to students personalized evaluations. - how to set goals for oneself and not get discouraged if they are not met.</p> <p>Response 3: Time management, dealing with classroom behavior</p> <p>Response 4: For the most part it was dealing with people (colleagues, students).</p>
6. Highlights/strengths of this FDI	<p>Response 1: I appreciated being able to meet new faculty from other areas of the university and know that everyone is pretty much experiencing similar challenges.</p> <p>Response 2: - great social interactions and discussions - it was good to have another senior faculty that shared her own experiences.</p> <p>Response 3: Intimate environment</p> <p>Response 4: Very supportive group. Always felt comfortable. Made some good connections.</p>
7. Recommendations for changes to this FDI	<p>Response 1: blank</p> <p>Response 2: - workshop summaries on various topics would be a good add-on to the meetings.</p> <p>Response 3: blank</p> <p>Response 4: Often times it felt like conversations were dominated by one or two people. I appreciate I have a tendency to do that and have tried to pull back, but some haven't and it doesn't let everyone speak. I don't know how this could be addressed. Maybe it isn't an issue for anyone else.</p>
8. Suggestions for future workshops, programs or services offered by CETL.	<p>Response 1: blank</p> <p>Response 2: blank</p> <p>Response 3: blank</p> <p>Response 4: blank</p>
9. Any additional comments are welcome	<p>Response 1: blank</p> <p>Response 2: blank</p> <p>Response 3: blank</p> <p>Response 4: I genuinely appreciate the support Judy gives us and her vision for the university and all those who work/study here.</p>

Appendix 12: HIP FDI- Mid-Year Feedback

Question	Responses
1. Rate this series, at this 1/2 way point in the year	Avg score : 3.40 (responses : 3,4,3,3,4)
2. What aspects do you appreciate about this series?	<p>Response: I like hearing about new teaching methods.</p> <p>Response: The open dialogue about what others are doing and what other challenges people are facing. The ability to talk with others about everything was most helpful.</p> <p>Response: Guest speakers, they provide valuable information as well as becoming points of contact for questions about potential practical applications of the knowledge learned.</p> <p>Response: The facilitator is willing to talk to us one-on-one after each meeting to answer questions.</p> <p>Response: Various faculty coming in and sharing their experiences with HIP.</p>
3. Are there any changes that could make this more effective for you?	<p>Response: I think the events have lacked focus.</p> <p>Response: Schedule sessions much earlier as opposed to scheduling them when we meet.</p> <p>Response: No. I have specific needs and the workshop series seems to have a goal of presenting a broad range of approaches.</p> <p>Response: Not at this time.</p>
4. Additional comments	<p>Response: Can we have food at our trainings?</p> <p>Response: Byungwon is a fantastic facilitator. He's personable, planful and energetic about the topic. Great choice as a faculty fellow.</p>

Appendix 13: HIP FDI- Year-End Feedback

Question	Responses
1. I have/will be able to apply concepts and skills learned through this FDI.	Avg score : 4.00 (responses : 2,5,4,5)
2. Overall rating of the value of this FDI.	Avg score : 3.75 (responses : 2,4,4,5)
3. I will continue to participate in programs and services offered through CETL.	Avg score : 5.00 (responses : 5,5,5,5)
4. List/describe some concepts/skills/strategies that you have been able to use/apply.	<p>Response 1: I did not really learn much from this FDI.</p> <p>Response 2 : - ways on how to engage students better - different techniques of service learning projects and their evaluation - various ideas on what class projects can be arranged that improve student learning</p> <p>Response 3 : Applying real business ties into the classroom</p> <p>Response 4 : blank</p>
5. Highlights/strengths of this FDI	<p>Response 1: There were really not many strengths.</p> <p>Response 2 : - group work and discuss contributed to idea-sharing and generation of other ideas</p> <p>Response 3 : <u>Applicational</u> capability</p> <p>Response 4 : blank</p>
6. Recommendations for changes to this FDI	<p>Response 1: The FDIs should have a more focused approach.</p> <p>Response 2 : in addition to simply discussing other's proposals, bring in an examples of best practices for every meeting</p> <p>Response 3 : More structured and organized</p> <p>Response 4 : blank</p>
7. Suggestions for future workshops, programs or services offered by CETL.	<p>Response 1: I have none.</p> <p>Response 2 : blank</p> <p>Response 3 : blank</p> <p>Response 4 : blank</p>
8. Any additional comments are welcome	<p>Response 1 : blank</p> <p>Response 2 : blank</p> <p>Response 3 : blank</p> <p>Response 4 : blank</p>

Appendix 14: New Faculty Orientation- Participation

New Faculty Orientation Participation	8/21	8/25
CAS:		
Art & Art History	1	
Biology	4	
Chemistry	1	
Communicatin & Journalism	1	
Enlgish	2	
History	2	
Mathematics & Statistics	1	
Modern Languages & Literatures	2	
Philosphy	2	
Physics	1	
Political Science	2	
Psychology	1	
Sociology & Anthropology	4	
Writing & Rhetoric	1	
New Faculty: 25		
Total attended Orientation	23	22
Ranks:		
16 - Assistant Professor		
6 - Visiting Assistant Professor		
1 - Full-time Adjunct Assistant Professor		
2 - Special Lecturer		
SEHS:		
New Faculty: 3		
Total attended Orientation	3	3
Ranks:		
3 - Associate Professor		
SHS:		
New Faculty: 7		
Total attended Orientation	6	4
Ranks:		
3 - Assistant Professor		
2 - Adjunct		
1 - Special Instructor		
1 - Visiting Special Instructor		
SBA:		
New Faculty: 57		

Total attended Orientation	5	5
Ranks:		
2 - Assistant Professor		
1 - Visiting Assistant Professor		
1 - Special Instructor		
1- Visiting Special Instructor		
SECS:		
New Faculty: 6		
Total attended Orientation	6	6
Ranks:		
4 - Assistant Professor		
1 - Associate Professor		
1 - Special Instructor		
Library:		
New Faculty: 1		
Total attended Orientation	1	1
1 - Assistant Professor		
OUWB SOM:		
New Faculty: 7		
Total attended Orientation	7	7
Ranks:		
6 - Assistant Professor		
1 Associate Professor		
SON:		
New Faculty: 3		
Total attended Orientation	2	3
Ranks:		
1 - Assistant Professor		
1 - Associate Professor		
1 - Visiting Instructor		
New Faculty Total: 57		
Grand Total attended Orientation	53	52

Appendix 15: New Faculty Orientation- Feedback

	13. Introduction to Research	Question	AVG
	14. Introduction to Tenure and AAU&P	1	4.75
	15. Monday - Interactive Activity on Teaching and Learning and Planning first Day	2	4.71
	16. Tour and Information on Faculty Support Services - Center for Excellence in Teaching and Learning	3	4.57
	17. Tour and Information on Faculty Support Services - Classroom Technology	4	4.62
1. Handbooks (Handbook, Registrar's Handbook, Social Guide)	18. Tour and Information on Faculty Support Services - e-Learning	5	3.90
2. Opportunity to Meet and Network with Colleagues	19. Tour and Information on Faculty Support Services - Library	6	4.00
3. I found the Orientation/Workshop to be welcoming and provide important information and overview of supports and services at Oakland	20. Dean of Student Support Services (Writing Center, Tutoring, Disability Support etc.)	7	4.00
4. Location/room set up and Food Service	21. Panel on Faculty Experiences (Junior Faculty, Just Tenured, Full Tenure)	8	3.62
5. Gift Bags and CETL Welcome Bag	22. Syllabus Introduction (checklist and template)	9	3.95
6. Welcome Comments from Administration	23. Please share your comments/ reflections on the Orientation/Workshop.	10	4.10
7. Activity with Dean and Colleagues prior to Introductions		11	4.15
8. New Faculty introductions		12	4.15
9. Registrar Overview		13	3.85
10. Social Information at lunch (Social guide, Junior Social Hour, getting to know area)		14	3.90
11. Academic HR		15	3.70
12. Emergency Preparedness	24. Recommendations for future Orientations.	16	4.25
		17	4.20
		18	4.11
		19	4.21
		20	4.11
		21	4.21
		22	3.79

Question 23 - Please share your comments/ reflections on the Orientation/Workshop.

1	I thought the handouts were terrific. Most of the information received throughout the event was very useful. Everyone was very nice. Overall, I think the event was a good way to provide new faculty with lots of very important information. My main criticism is that the event seemed longer than necessary-- particularly the first day. New faculty are extremely busy (e.g. preparing a course that has never been taught before) and the time between the start date (Aug 15) and the start of classes is a crucial time to get a lot of that prep done. I don't think a new faculty member should have to choose between getting the important orientation information and making much-needed progress on their work. An abbreviated orientation could be a good compromise (e.g. 1 day instead of 2).
2	Very useful. Thanks for planning.
3	For the orientation on the first day, I felt like there was some time where the speaker had finished up earlier than expected so we were then killing time. My suggestion is to pare down the times allotted for some of the speakers (not the police chief!) and maybe incorporate the HR benefits orientation into that day? Another thought would be instead of HR benefits orientation that same day, split the groups up and do some discipline-specific activities. For example having EH&S come out and do safety training for the STEM faculty, and discuss some specific issues that we would deal with (The ICB, submitting applications for biosafety-related work to the ICB, who to call when something happens in the lab, working with students in the lab, etc.).
4	These are wonderful warm services. Very helpful. Your effort, thoughtfulness, and time are very much appreciated!
5	blank
6	Loved this event! I feel like I am now really a part of Oakland! Thanks
7	The orientation made me feel very welcome at Oakland, and it was clear that there are many resources available to us and lots of welcoming faces, but it was not as useful as it could have been. In the end, it made me more stressed than anything else, because it occupied two full days of my time that I could have spent preparing for next week's classes.
8	My current position does not require tenure so I did not find that information very useful to my current situation. I found the presentations from the different units on campus--registrar, public safety, student affairs etc. extremely helpful. I'm not geographically challenged so the tours were unnecessary for me but I will admit it was nice to get up and walk.
9	Thank you. I need all of the help I can get.
10	As I came from a previous institution this orientation was in stark contrast to my introduction there. I was so impressed by the organization and breadth and depth of the information provided. I feel settled into my new position and confident. Also, the resources provided were excellent.
11	I wish we had a chance to explore Moodle. Instead, we were just introduced to what Moodle can be used for.
12	blank
13	blank
14	Everyone was very knowledgeable and friendly.
15	blank
16	blank
17	Overall I enjoyed the orientation and workshop. I felt the workshop was more useful and enjoyed that more than the orientation.
18	blank
19	Overall, it seemed that some of the presentations, especially on the first day (such as of Dean of students or registrar) could have been shorter. I think the focus should be on where to get a specific/needed information, not to try to give all that information at once, especially to the new faculty who may not know yet what is that information that they are looking for.
20	Very helpful overall. Answered my questions and raised and answered questions I didn't even consider.
21	I appreciated parts of the workshop, but overall, the 2-day format was too extended, and the information given was a bit general due to having colleagues from across the university attending. Because I already have extensive teaching experience, the activities relating to teaching and learning were not necessary. Most helpful to me was information about tenure, the library, and hearing from other faculty about their experiences.

Appendix 16: Call for Teaching Excellence Grant

Proposal for CETL

Excellence in Teaching and Learning Grant: Evidence-based Practice and the Scholarship of Teaching and Learning (SoTL)

Applications are due by Monday, March 9th 2015

(Please note that you are invited to register for a workshop on “writing an effective teaching grant proposal” on Monday, February 9th at 12:00-1:30 pm. You can register at....link.)

Introduction

CETL is pleased to announce a \$3,000.00 grant to enhance excellence in teaching and learning that focuses on student engagement, active learning, meeting learning outcomes and student success that includes a research emphasis on the scholarship of teaching and learning.

Proposals must include evidence based practices in teaching and learning and detail how these strategies will be implemented and evaluated.

Up to five grants of \$3,000 each will be awarded yearly. The award will be distributed in two installments; \$1,000 will be provided at the beginning of the grant (summer) and the remaining \$2,000 will be given upon submission of the final report.

Purpose:

Awards are meant to give faculty time and funding to work on instructional improvement projects in their field that involve activities and time beyond the teaching preparation normally expected of faculty. The award will also focus on a project to examine, reflect on and evaluate your own teaching practice as a result of these innovations. It is expected that the project will be implemented and assessed within the next academic year. During this period, applicants may not be working on any other funded teaching grant similar to the proposed project.

Proposals for *new* courses or for significant course *redesign* should be based on evidence-based teaching methodologies, development of new teaching materials for active teaching and learning, and/or new technologies.

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

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

Project Requirements:

1. **Proposal**- as outlined
 - a. Cover page- with signature of chair/dean
 - b. Proposal- up to 3-5 pages
2. **Proposal acceptance in April**- \$1,000 awarded
3. **Summer planning and preparation**- note: if you plan to "publish" your results you will need to seek Human Subjects (IRB) approval during the summer semester.
4. **Course implementation**- Course to be taught between Summer II 2015-Winter 2016 or for new courses, please list expected implementation date.
5. **Scholarship of Teaching and Learning**- how you will reflect on and assess the impact of "innovations"? How will you disseminate your findings?
6. **Final Report**- submitted **within one semester** following course implementation.-
 - a. Length- 3-5 pages
 - b. Remaining \$2,000 will be provided at this time**Report** to include:
 - i. Summary of project
 - ii. Examples of innovations used to increase engagement, active learning, meeting learning outcomes and student success.
 - iii. Results of course evaluation
 - iv. Analysis and discussion of evaluation
 - v. Dissemination of results
 - vi. Next steps and follow-up
7. **Dissemination of Project**- You will be expected to share the results of this project through a presentation at CETL and are encouraged to present or publish elsewhere.

Project Proposal:

The proposal should be approximately five typed, double-spaced pages and must address the following:

1. **Description of the need for the design or redesign of the course.** Why are you planning to develop and implement these evidence based practices? How do you plan to implement them? In what ways does this project go beyond normal teaching preparation?

- 2. Description of the project.** How will this course design or redesign address the need described in item one? Describe, in particular, the evidence based practices.
- 3. Evidence Based Teaching and Learning Practices.** Provide pedagogical support for of these evidence based practices.
- 4. Impact on learning.** Describe how you expect this project to improve student engagement, student learning outcomes, and student success. Clearly describe the relationship between the proposed activities and the anticipated student learning outcomes
- 5. Scholarship of Teaching and Learning.** Include a proposed assessment plan that will evaluate the outcomes of the course or project on the quality of student learning resulting from the new approach to teaching developed with this fellowship and your reflections on this process. Multiple methods of evaluation are encouraged. Evaluation measures might include midterm assessments, peer reviews, student focus groups, pre-and post-tests, questionnaires, end of term student ratings, interviews, samples of student work, reflective student writing, etc. Include how you plan to disseminate this information (including the possibility of seeking IRB approval if you plan to publish your results)
- 6. Timeline.** Indicate the proposed timeline for the project from the preparation and planning during the summer period, through actual implementation with students when the course is taught, and the point at which final assessments and your final report will be completed. Please include the percentage of a normal work week (40 hours), during the summer period that will be devoted to this project.

Application Procedure:

The applicant should sign the proposal cover sheet, obtain signatures from the department head and appropriate dean/director (scan cover sheet) and submit one complete proposal (with scanned cover sheet) as attachments to CETL at cetl@oakland.edu. Applicant names should not appear on any page of the proposal other than the cover sheet.

Deadlines:

Completed applications are due by 5:00 p.m. on Monday, March 9th, 2015

Selection Process:

Proposals will be blindly reviewed by members of the CETL Advisory Board and will be ranked based on the selection criteria described below.

Selection Criteria:

(20) Problem/need: the degree to which the project or course design/redesign addresses a significant pedagogical need and its likelihood of success in addressing the need specified.

(30) Evidence based practices toward excellence in teaching and learning: the degree to which the approaches are grounded in evidence based practice and the degree to which these practices will be planned and implemented. Effective practice research should be cited.

(20) Potential impact: potential for enhancing student engagement, active learning, meeting learning outcomes and increasing student success.

(20) Scholarship of Teaching and Learning: appropriateness and effectiveness of the proposed evaluation process in evaluating the impact of the project on student learning.

Outlines how the results will be disseminated.

(10) Time Commitment: Clear evidence that significant time (beyond the normal course preparation time) will be devoted to planning, implanting and assessing this course.

Appendix 17: Proposal for Increased Collaboration Between e-LIS and CETL

Proposal for Neighboring Space and Collaboration between Center for Excellence in Teaching and Learning & eLIS

Proposal: CETL and eLIS propose that:

1. CETL be relocated to the 4th floor of the Library neighboring next to the current space occupied by eLIS
2. CETL and eLIS remain as two separate centers with increased collaboration and integration of some service

Rationale:

1. Create a centralized Learning Space for Faculty. The Library is the “central” (both physically and metaphorically) learning environment on campus. Currently CETL is located in Elliott Hall. By relocating to the library it becomes a more centralized location (not as far for Nursing and Health Science Faculty). Historically the library was the physical environment to house books and journals. In today’s technological age, the library is now a place for “learning” or “Information Commons” through accessing resources and collaborative learning spaces. Because more of the books are being digitized, we feel this would be an appropriate time to transition some space into that collaborative interactive learning environment.

The mission of both CETL and eLIS is to provide faculty/instructors with support to enhance the teaching and learning at Oakland University. We propose to provide more integrated faculty development services, more cohesive communications and enhance coordination of outreach services focusing on effective teaching and learning. In the past, eLIS was more focused on providing technical training for faculty in how to use LMS (Moodle). This focus has evolved over the last year to include online teaching pedagogy as evidenced by the eLIS Quality Online Training Certificate. By relocating CETL next to eLIS it will allow for increased collaboration and integration between the two faculty development services.

2. Many faculty are not clear on the differences in services between CETL and eLIS. CETL has received consultation requests that are more appropriate to be reviewed by eLIS. We

have
had faculty appear for workshops and consultations in one location, when it is actually
being
offered in the other location. Yet as online learning expands, the differences are
intentionally
less distinct. We see this as positive. Although there may be some specific differences in
strategies and techniques used in online learning than in face-to-face, the significant
pedagogies are the same: effective student learning, enhancing student success,
student
engagement, active learning, critical thinking and deep learning, student/faculty
interactions
and student/student interactions. It is important that eLIS and CETL provide consistent
information. For example, CETL has shared the Syllabus Template with eLIS so that in
can
be incorporated into their training. A strong example of our collaboration is evident in
CETL's
yearlong series on Flipped Classrooms which involves putting the content online and
using
class time to engage in active learning activities. eLIS has provided workshops at CETL
in
"Using Moodle for non-moodle Users" and a Teaching with Technology series.

CETL and eLIS meet on a regular basis to share ideas and programming, however, we feel
it
would be more effective and efficient if this could be increased by having us work in
neighboring space. We would like to increase and expand on these collaborations and
reflect to the Oakland Community that all teaching and learning excellence is our goal,
whether it is delivered in a traditional face-to-face format, in a hybrid/flipped class or through
a
fully online delivery.

3. By having CETL and eLIS in neighboring space, we see the potential for some shared
services including creating instructional videos, marketing and communication and hosting
events (i.e. rather than faculty receiving information from both CETL and eLIS and having to
register separately, we propose at some time in the future that a centralized system of
communication be established. Additional hosting [conference planning, event planning]
could
also be shared.). By streamlining these services in one geographical location, faculty are
more likely to receive increased support from both departments. This is an important
development for the future of education and best practices in student learning as we move
toward hybrid learning environments via flipped classrooms.

4. CETL and eLIS goals are to grow and expand over the coming years. Currently

the space in Elliott Hall is limited. CETL does not have enough office space (requiring multiple staff in single offices) and is sharing the use of the Learning Studio on a regular basis. By relocating to the Library, PACE, which requests the Learning Studio and does not have adequate campus space could use the Studio and Classroom Support could use the offices. Conversely, eLIS has a computer lab to run their sessions, but does not have a Learning Studio to offer more interactive workshops. By renovating part of the 4th floor of the library for CETL, we could create a new Learning Studio that we could share with eLIS, we could use their computer lab as some of CETL's sessions require computer access, and hopefully, could add a "faculty lounge area" for informal networking and increased faculty collaborations. The strategic plans for CETL and eLIS involve future growth in both programming and staffing. Such growth can be built into a 4th floor library renovation and expansion.

Request* for Physical Space for CETL on 4th floor of Library

- Learning Studio
- Faculty Lounge
- Office Space
- CETL Director's Office with space for consultation
- CETL Assistant's Office
- CETL Media Manager Office
- CETL 2 Faculty Fellow Offices
- CETL Associate Director Office – growth
- Kitchen and Storage Office
- Additional office space for growth for both eLIS and CETL

Next Steps:

- Present to Susan Awbrey.
- Determine how to proceed.
- Discuss plans with the library.

Summary Statement: The primary benefit is to benefit faculty in providing more efficient and effective support to enhance their traditional and online teaching and learning. Benefit to the for the university at large.

**This proposal has been cocreated between eLearning and Instructional Support and the Center for Excellence in Teaching and Learning on a conceptual level. We have not yet discussed logistics with the library.*