CENTER FOR EXCELLENCE IN TEACHING AND LEARNING – CETL

OAKLAND UNIVERSITY

ANNUAL REPORT 2012-2013

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CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

1st ANNUAL REPORT – 2012-2013

PART I – CETL OVERVIEW

EXECUTIVE SUMMARY

The Center for Excellence in Teaching and Learning (CETL) was established at Oakland University in May 2011. The first full-time Director began in December of that year. The Center provides support and services for all faculty and instructors across the campus aimed at enhancing and recognizing excellence in teaching and learning.

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.

From September 2012 through April 2013, CETL provided 42 confidential consultations to individuals, 5 consultations to departments, 42 workshops, and 11 coffee and conversations. During the first semester (January 2012-April 2012), another 9 consultations, 7 workshops and 11 coffee and conversations were conducted. More than 1,175 attended the workshops and coffee and conversations, representing more than 350 different faculty/instructors from all of the schools and each department within the College.

CETL organized and supported the completion of seven Faculty Learning Communities in 2012 and established six new FLCs during 2013, ran three-year-long Faculty Development Institutes and held an Instructional Fair. Twenty faculty were sponsored to attend the Lilly Teaching and Learning Conference in Traverse City. CETL hosted the Oakland-University of Windsor Teaching and Learning Conference in May 2012. Seven Innovations in Teaching Grants were awarded to four full-time and three part-time faculty of $3,000 each. A resource library and an online video and article library were created. The CETL Advisory Board was established and the first two Faculty Fellows provided support to the Center during the 2012-2013 academic year.

In addition, a student forum was developed, and collaboration between E-LIS and the Senate Committee on Teaching and Learning was initiated. Finally, a needs assessment was developed and conducted to identify what programs and services are wanted by the Oakland University community and to assess the first year implementation of services.

In summary, the full academic year of CETL operations was met with resounding success. Our mission, goals and projected attendance was exceeded beyond our expectations.

PURPOSE OF 1ˢᵗ ANNUAL REPORT

The purpose of this first annual report is to outline and describe the programs and services that CETL has developed and implemented during the first full year and a half of operations. The information in this report covers the period from January 1ˢᵗ, 2012 through April 30ᵗʰ, 2013. Future reports will reflect programs and services beginning May 1ˢᵗ through April 30ᵗʰ. As this is the first annual report, it will include a detailed description of the programs and services and how they were implemented. Future reports will only provide such detailed descriptions to new initiatives or those that have significantly changed. Future reports will also include an assessment component with data and feedback on the impact and success of CETL programs. This first report aims to be descriptive in nature.

MANDATE

Oakland University
The following role and mission statement for the university was adopted by the Oakland University Board of Trustees on July 21, 1982, and amended by the Board of Trustees on March 28, 2012. It emphasizes four essential ingredients for the direction of the university: excellent and relevant instruction; high-quality basic and applied research and scholarship; responsive and effective public and community service; and a comprehensive schedule of student development activities.

As a state-supported institution of higher education, Oakland University has a three-fold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, master and doctoral levels, as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership in a diverse and inclusive environment.

Vision Statement
Building on our legacy for academic excellence, Oakland University will be recognized for leveraging university and community assets to create distinctive faculty/student experiences.

Passion Statement
Transforming lives and society through learning, discovery and engagement for the public good.

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 services:

Faculty Development

- Individual Consultations – confidential support for faculty/instructors to address concerns or issues and to advance teaching and learning
- Departmental Consultations – program and faculty development
- Workshops – regular workshops on a range of innovative practices and effective strategies
- 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
- Faculty Learning Communities – faculty cohort groups that focus on one area of teaching and learning throughout the year
- Instructional Fairs – poster session fair of excellence in teaching and learning

Resources

- Conferences
- Grants, Stipends, Scholarships
- Library/Resources – a lending library of books, resources and online articles and videos
- Research Initiatives

Promoting Teaching and Learning

- Collaboration with Senate Committee on Teaching and Learning
- 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)

GOALS FOR 1st YEAR of CETL PROGRAMS and SERVICES

1. Promote the Center for Excellence in Teaching and Learning at Oakland University
    a. Visibility and presence of the Center
    b. Engagement of faculty from across the university in Center activities
2. Develop and implement
    a. Faculty Development programs and services
    b. Resources
    c. Promote a culture of teaching and learning
3. Develop and conduct a needs assessment of the Center

HISTORY

Teaching is one of the most fundamental and important missions of the university. The Center for Excellence in Teaching and Learning is the embodiment of a long-term commitment by Dr. Susan Awbrey, Senior Associate Provost. Exploration for establishment of a teaching center at Oakland University began in 2000 with appointment of the Institute for Teaching and Learning Task Force made up of faculty and staff from across the institution. The ITL task force, co-chaired by Susan Awbrey and Joel Russell, explored many options and visited teaching centers throughout Michigan. Members of the task force included: Shelly Appleton, Niels Herold, Rob Kushler, Frank Lepkowski, Shannon McNair, Chaunda Scott, Chris Stiller, Margaret Willard Traub, Jeff Vande Zande and Floyd Wiloughby.

At the time, Oakland's administration decided that the new technology center (now e-LIS) should be established first. However, Dr. Awbrey never gave up on developing a teaching center. During 2005-2006, the university undertook the Foundations of Excellence self-study to assess the first year of college at Oakland University. One outcome of the self-study was the importance of having well-coordinated faculty development available to enhance teaching.

Working closely with the Senate Teaching and Learning Committee, Dr. Awbrey continued to champion the idea of a teaching center. In 2008 she co-chaired a subcommittee with Chris Clason to once again explore the possibility. Members of the Teaching and Learning subcommittee included: Charles Clark, Melodie Kondratek, Anne Mitchell, Chris Stiller, Sandra Deng, and Mary Stein. A proposal was drafted and the subcommittee was successful in making the case for the Center in 2009. Funding followed and implementation of the Center for Excellence in Teaching and Learning began with Interim Director David Lau in 2011.

STRUCTURE

The Center for Excellence in Teaching and Learning is a program developed out of Academic Affairs and the Provost's Office with a strong connection to Undergraduate Initiatives. The budget comes from the General Funds. Services and programs are provided to all faculty, instructors and graduate students on campus. The Center is located in the 200 suites of Elliott Hall, comprising of a Learning Studio and office space.

STAFF

The Center is staffed with a full-time director, a full-time assistant and two part-time Faculty Fellows (see section on Faculty Fellows, 44-47). The Director reports to the Provost's Office. Beginning in Fall 2013, a part-time Virtual Media Manger and part-time Account Assistant will be added to the Center.

Judith Ableser, Ph.D, is the Director for the Center for Excellence in Teaching and Learning. She is passionate about teaching and learning and is looking forward to working with faculty in this new position. Her Ph.D is in Curriculum and Instruction from Wayne State University. She was an associate professor at the University of Michigan-Flint and served as the Director of Graduate Programs in Education and as Coordinator of the Master of Arts in Special Education. Prior to that, she was an assistant professor at the University of Windsor. Dr. Ableser's area of expertise, research and teaching focuses on exemplary teaching and learning practices from preschool through graduate school.

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PART II – FACULTY DEVELOPMENT

CONSULTATIONS

Individual

The CETL Director offers individual consultations to provide support, guidance, assistance, mentoring and coaching to faculty on a 1:1 basis. All consultations are strictly confidential and must be initiated by the individual faculty member. Once a consultation is initiated, the Director will meet with the faculty to discuss the issues at hand and develop a plan. All reports will be written directly to the faculty member.

Assistance and support could include issues such as:
- Developing syllabus
- Developing assignments
- Creating rubrics or marking schemes
- Enhancing active learning and innovations in the classroom
- Classroom observations with feedback
- Program and curriculum development
- Supporting the tenure process
- Time management

If a chair or dean is concerned about a faculty member, they are encouraged to suggest to the faculty member that they may want to seek support through CETL. The role of the CETL Director is to provide support and feedback to faculty, not to evaluate them.

Departmental

A department or committee may seek support through CETL. Consultations may include:
- Revising course evaluations
- Faculty collaboration
- Revisiting peer reviews
- Innovations and projects
- New program development
- Retention
- Curriculum design
- Faculty development

Process

1. Individual contacts the Director of CETL and requests consultation (see APPENDIX A for CONSULTATION REQUEST FORM). Note: Chair may contact CETL to discuss concerns about an individual. The Director will suggest ways in which the chair may encourage the faculty member to contact CETL.
2. CETL director follows up with individual, identifies the areas of concern and establishes plan to review evidence (i.e. observations, syllabus, assignments, evaluations, etc.) and a plan of action.
3. Action plan
4. Follow-up
5. Written report to faculty member if observation takes place

Data

- January 2012-April 2012 Individual Consultations – 9
- May 2012-April 2013 Individual Consultations – 42

Areas of Concern discussed have included:

Feedback on course evaluations	Active learning strategies
Planning for the first semester	Revising courses
Mentoring new faculty	Reducing stress
Review of syllabus	Moving into the tenure-track stream from
Review of assignments	Special Lecturer
Creating rubrics	Assistance with writing grants and proposals
Dealing with difficult colleagues in department	Reviewing course evaluations
Planning for tenure	Observing in class and providing feedback
Classroom strategies – engaging students in discussions	

It should be noted that although each individual presented an issue involving teaching and learning, a significant number of faculty expressed additional personal or professional concerns resulting in some referrals to AHR or counseling. Individuals who met for consultations included both full-time and part-time faculty, with the majority of faculty being early career faculty members (pre-tenure or less than 5 years of experience). Female faculty represented approximately 70%. Each College and School was represented. Approximately 20% of the individuals worked with the director over an extended period of time.

- Departmental Consultations – with chairs or associate chairs to discuss
    i. Concerns about faculty and how to get them to come to CETL – 3
    ii. Ways they can support faculty who are having difficulties – 2

Reflections

The role of the center is to provide support and guidance to faculty to improve their teaching and student learning. CETL is not the "teaching police" and should not be used in a punitive manner. In order for faculty to develop trust and establish a good working relationship, it is essential that all faculty and instructors feel they are valued and their concerns are handled in confidence. The Director has stressed to chairs that if they have concerns about a faculty member, they should encourage them to make an appointment at CETL; however, once this is done, any interaction with the faculty member is confidential. The faculty member may share reports or any information back with the chair, but CETL will only correspond directly with the individual faculty member.

Similarly, it is not the role of CETL to provide summative evaluations of faculty members for tenure or promotion purposes. Such observations should be conducted by tenure committees and any external reviews should be arranged with individual faculty members. CETL will offer suggestions pertaining to peer observation checklist/rubrics and protocols for annual reviews or to tenure committees, chairs or departments. CETL is attempting to create a cadre of faculty members from across campus that could assist with external tenure observation visits. It should be noted that some departments require observations (including external observers) for tenure reviews, while others do not. CETL encourages chairs and faculty to use course evaluations as one piece of evidence of their teaching practice and this should be triangulated with peer observations, analysis of course syllabus, grades, assignments etc. It is recommended that these evaluations be reviewed regularly, not just as part of a tenure review, in order to set ongoing goals and continuous self-improvement.

As part of individual consultations, the CETL Director may observe the faculty member/instructor in the classroom, or view their online instruction to provide formative

assessment and feedback. The faculty member will first meet with the Director to discuss the context and focus of the observation. The Director will ask if she can meet with the students at the end of the visit at which time she asks, "What does your instructor do to help you learn?" and, "What else could your instructor do to facilitate more learning?" Following the observation, the faculty member/instructor meets with the Director to review the observation and a written report is provided.

WORKSHOPS

CETL offers workshops on a range of teaching and learning topics. The workshops are typically offered from 12:00-1:30 p.m. with lunch provided. All faculty register online for each session.

In addition to the Director and Faculty Fellows offering workshops, CETL values the knowledge and skills of faculty and staff across campus that shared their areas of expertise as they lead and facilitate workshops. A guide sheet is provided to facilitators to assist them in planning their workshop (i.e. including learning outcomes, ways to engage participants, etc.). (See APPENDIX B – WORKSHOP GUIDELINES.) Facilitators are presented with a certificate of appreciation and a small token of thanks (i.e. CETL mug, mouse pad, etc.).

In the fall of 2012, workshops were divided into two categories aimed at meeting the needs of "emerging faculty" and "advancing/evolving faculty." Emerging faculty are typically new, junior, or early career faculty who seek support and mentoring in developing essential skills and techniques in effective teaching and learning offering a series of workshops entitled "The Nuts and Bolts of Teaching and Learning." These workshops ran in conjunction with the Mentoring Program for New Faculty (see Faculty Development Institutes, 22-26), although faculty who were not part of the mentoring program were welcome to attend any and all of the workshops.

For faculty who felt they had mastered the basics, and wanted to continue developing their teaching practices, Advancing/Evolving workshops called "The Extras and Upgrades of Teaching and Learning" were offered. These workshops revisited some of the more important aspects of teaching and also encourage faculty to transform and expand their knowledge and skills through innovative and creative techniques. All workshops are open to all faculty.

Winter 2012 Workshops

Fall 2012 – NUTS AND BOLTS WORKSHOPS – The Fundamentals of Effective Instruction –
Aimed for **EMERGING FACULTY** (Early career/new and not-so-new faculty)

Title	Date	Facilitator
Introduction to Mentoring for Emerging Faculty – FDI	Tues. Sept. 11 **5:00-6:30 PM**	Judith Ableser
Teaching and Learning – How to Focus Less on Teaching and More on Student Learning	Wed. Sept. 12	Judith Ableser
Who Are Our Students? How Do They Learn? How Do We Support Learning?	Fri. Sept. 28	Judith Ableser
Constructive Alignment – How to Connect Learning Outcomes, Instructional Practice, Authentic Assignments and Assessment	Thurs. Oct. 11	Judith Ableser
Authentic Activities, Assessment, Rubrics and Grading	Wed. Oct 31	Judith Ableser
Creating an Effective Syllabus	Wed. Nov. 14	Judith Ableser
Active Learning in the Classroom	Tues. Nov. 27	Judith Ableser
Creating Effective PowerPoints	Wed. Dec. 12	Judith Ableser

EXTRAS and UPGRADES WORKSHOPS – Advance Your Teaching –
Aimed for **ADVANCING/EVOLVING FACULTY** (but open to all)

Title	Date	Facilitator
Introduction to Problem-Based Learning – FDI	Thurs. Sept. 13	Eileen Johnson
Introduction to Flipped Classrooms – FDI	Tues. Sept. 18	Barb Penprase
New York Times in the Classroom	Wed. Oct. 3	Mike Mooney
Faculty Learning Community Update	Fri. Oct. 12	Judith Ableser
Preventing, Identifying and Addressing Cheating	Wed. Oct. 17	Terry Dibble
Integrating the Arts into Science	Mon. Oct. 29	Alberto Rojo
Three-Part Behavior Series o Dealing with Incivility and Behavior Issues in the Classroom o Emergency Preparedness o Active Shooter Video	Mon. Nov. 5 Mon. Nov. 12 Mon. Nov. 19	Glenn McIntosh, Karen Lloyd-Clemmons Chief Sam Lucido, Cpt. Mark Gordon
Let's Reduce Plagiarism and Copyright Problems	Fri. Dec. 7	Julia Rodriguez

Winter 2013 Workshops

Title	Date	Facilitator
Mini-Conference – Lilly Presentations **Choice of sessions**: **10:00 AM – 5:30 PM**	Thurs. Jan. 10th	Judith Ableser
Let's Reduce Plagiarism Problems – Expanded	Mon. Jan. 14th	Sherry Wynn Perdue
Brain-Based Learning	Thurs. Jan. 24th	Barbara Oakley
Engaging the Large Class: Noisy Classrooms! Not That Bad After All	Tues. Jan. 29th	Kristine M. Diaz, S. Rajasekaran
An Introduction to Interactive Hybrid and Online Classes	Tues. Feb. 5th	Christina Moore, Shaun Moore
Writing an Effective Teaching Grant **Note time: 2:00 – 3:30 PM**	Thurs. Feb. 7th	Judith Ableser
I Thought I Was Here to Teach: No One Told Me That I Would Be Dealing With Behavior Problems	Friday, Feb. 8th	Judith Ableser
New York Times in the Classroom	Wed. Feb. 13th	Mike Mooney
Suicide Awareness and Prevention **12:00 – 1:30 PM** + Eating Disorder Awareness **1:30 – 2:00 PM**	Thurs. Feb. 28th	Dalton Connally, David Schwartz
Creating Effective PowerPoints	Wed. Mar 6th	Barbara Penprase
Lessons Learned From the ENGAGE Program: Time-Effective Tips to Improve Faculty-Student Interactions in STEM Classes	Tues. March 12th	Laila Guessous
General Education at OU	Wed. March 20th	Eileen Johnson
Moving Towards Tenure	Fri. March 22nd	Barbara Penprase
Instructional Fair Oakland Center Banquet Room B **2:00 – 4:00 PM**	Mon. April 1st	Judith Ableser
Not Crossing the Line: Preventing Student-Faculty Sexual Harassment	Thurs. April 11th	Jo Reger, Mark Navin
Faculty Development Institute – Update	Tue. April 16th	Judith Ableser

A complete list of all workshops with participation attendance can be found in APPENDIX C – WORKSHOPS.

Some workshops are offered each semester or on an annual basis (i.e. Nuts and Bolts series, Three-Part Behavior Series: Dealing with Problem Behaviors in the Classroom, Emergency Preparedness, Dealing with an Active Shooter on Campus).

Following each workshop, an anonymous feedback survey is emailed to each participant asking the following:

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?**

The Director reviews the responses and sends them to the facilitator. This feedback assists in planning for future workshops.

Data

Winter 2012 – 9 workshops presented
Fall 2012 – 18 workshops presented
Winter 2013 – 14 workshops + Mini-Lilly Conference + Teaching Award Winners = 16

During the 2012-2013 Academic Year, CETL sponsored received 1,423 registrations overall. Note: This represents participation from Winter 2012, Fall 2102 and Winter 2013. Participants registered from 73 academic units or organizations on campus. Faculty and instructors from all Schools and the College were represented with a mix of full-time and part-time faculty.

A sample summary is listed below:

Position	Total Number of Registrations	Number of Different Registrants
Full-Time Faculty	651	180
Part-Time Faculty	112	45
Special Lecturers	223	61
Visiting Faculty	71	18
School of Medicine Faculty	66	18
Graduate Assistants	31	14
Students	21	15

A full breakdown of participation can be found in APPENDIX D – WORKSHOP ATTENDANCE.

The mean score of the workshops based on the feedback forms ranged from 3.5 to 5 (with 5 being the highest). The vast majority of scores for all workshops ranged between 4 and 5. Positive comments ranged from appreciating the active engagement, hands-on practical strategies and providing important information. In several instances, faculty would have liked to see more specifics for their individual disciplines. Recommendations for future workshops included "dealing with large classrooms, addressing plagiarism, more active learning strategies," which have been now presented in follow-up sessions.

Reflections

The workshops were very well-received and consistently well-attended. Many sessions will be offered on a semester or yearly basis based on expressed interest. New workshops are regularly added based on comments received in the feedback forms, through the needs assessments and through on-going conversations.

It was decided to typically offer the workshops during noon-1:30 (not to conflict with E-LIS workshops, which run in the late afternoon) and provide a lunch. After implementing sessions for more than one year, a number of observations have emerged. Friday sessions are poorly attended and will no longer be offered. The Learning Studio can comfortably accommodate up to 24 participants and often we will have full registration. Frequently, however, a number of registrants do not show up. We do send out reminders 48 hours in advance and have been tracking and contacting registrants who consistently do not show up.   It also became apparent that the weather is a contributing factor to attendance. During the winter semester, when it was very cold or storming, there were more no-shows. This is a common issue expressed by E-LIS and with other Centers.

The E-blasts seem to be a strong marketing vehicle. Although the workshops are announced at the beginning of each semester and in the Friday Announcements, we are aware that as soon as we send out an E-blast we get a surge in our registration. Registration is easily done with one click of a button through the E-blasts.

For our first full year of operations, I am delighted with the participation of faculty/instructors from across campus. We have had representation from all departments and schools with more than 1,175 attending the workshops and coffee and conversations, representing more than 350 different individuals. Faculty and instructors at all ranks and levels have participated, with a focus being on Tenure Track Assistant Professors and many full-time instructors. Workshops are typically one of the most common programs offered at Centers for Teaching and Learning. They provide important information, teaching and learning strategies and techniques. Those who participate, hopefully, leave motivated to implement new skills and continue to generate effective teaching practices. Two issues, however, arise. The first is that it is not uncommon in Centers that the "already competent faculty" participate, and those who could benefit most from such sessions do not attend. In a way, we are preaching to the choir, but as has been said "even the choir needs to practice".   I do not see this as a problem, but an opportunity. If we reach new, young faculty, and faculty who want to enhance their teaching, they will become the ambassadors to share and spread innovative and effective practices. It is much more cost effective to work with individuals who are open, motivated and receptive than trying to "change the minds of those who do not feel or realize change is needed." The hope is that as teaching becomes more valued and the center more visible we can reach out to a broader range of faculty.

Finally, based on feedback in the needs survey and through other means, we are aware that some faculty/instructors are not attending due to time conflicts. Some have requested that we

offer sessions at multiple times during a semester. Unfortunately, we do not have the staff to do that, but we do try to provide sessions on different days. We do feel, however, that one way to reach out to more faculty/instructors, particularly, part-time instructors, graduate students and "reluctant faculty" would be to provide a virtual presence by having videos, online training modules, online workshops and social media connections. Our goal is to hire a part-time "Media Specialist/Virtual Instructional Designer" during the coming year.

COFFEE and CONVERSATIONS

Coffee and Conversations are more informal opportunities for faculty to share their stories, experiences, successes and challenges. Approximately once a month for one hour (12:00-1:00), a time is set to focus on a topic or theme. There is no set agenda or learning outcomes; the intent is to engage in an informal conversation between colleagues. The Director of CETL (or a designate) facilitates the discussion.

The following list the Coffee and Conversations.

<div align="center">WINTER 2012</div>

Title	Date	Facilitator
"What is Excellence in Teaching and Learning?" How Do We Strive to Ensure Exemplary Teaching and Successful Learning?	Wed. Jan. 25	Judith Ableser
"How Can I Do It All?" Balancing Teaching, Research, Service, and Life for New (and Not-So-New) Faculty Members	Wed. Feb 8	Judith Ableser
"What Is My Role as Professor?" Do We Focus on Teaching or Learning? What Is the Difference?	Thurs. Feb. 16	Judith Ableser
"Is There More to Life Than a Lecture?" Brainstorm and share creative teaching strategies for student engagement.	Wed. Mar. 14	Judith Ableser
"How Can I Be a Compassionate Professor?" Supporting students personal and learning challenges – Part I	Thurs. Mar 29	Judith Ableser
"How Can I Be a Compassionate Professor Without Being Taken Advantage Of?" Knowing when and how to draw the line. Part II	Wed. April 4	Judith Ableser
"What Can I Learn From My Own Teaching?" Reflecting on my teaching for future improvement	Thurs. Apr 12	Judith Ableser

FALL 2012

Title	Date	Facilitator
My Students Know More About This Technology Than I Do. What Do I Do?	Mon. Sept 24	Judith Ableser
How Do I Deal with Such Large Classes?	Thurs. Oct. 18	Judith Ableser
Retention and Focus on the Finish	Tues. Oct. 30	Judith Ableser
What Do I Do When My Student Does….(Behavior)?	Thurs. Nov. 15	Judith Ableser
The Advantages and Challenges of Part-Time Teaching	Tues. Nov. 20 **5:30-6:30 P.M.**	Judith Ableser
The Balancing Act – Moving Toward Tenure	Wed. Dec. 5	Judith Ableser

WINTER 2013

Title	Date	Facilitator
How Can I Support Students With Disabilities in My Class?	Wed. Jan. 16	Judith Ableser
Course Evaluations: Do They Really Matter?	Thurs. Jan. 31	Judith Ableser
Avoiding Faculty Burnout: How Do We Stay Energized?	Mon. Feb. 11	Judith Ableser
How to Deal With Students Who "Demand That A"?	Thurs. Mar. 21	Judith Ableser
Reflective Practice – What Can I Learn From My Own Teaching?	Wed. April 10	Judith Ableser

Data

Winter 2012 – 7 sessions
Fall 2012 – 6 sessions
Winter 2013 – 5 sessions

A total of 127 participants have attended with participation ranging from 4-11. The majority of participants attend multiple sessions. Approximately 65% are early career faculty.

Reflections

One of the goals of the coffee and conversations is to encourage faculty to interact and network with each other. Some of these sessions have evolved into additional opportunities. For example, the session on Retention generated enough interest that a Faculty Learning Community was created. It is common that a participant will attend and then seek 1:1 consultation and follow-up.

FACULTY DEVELOPMENT INSTITUTES

An initiative that was developed this year was the creation of Faculty Development Institutes (FDI). Although workshops provide important ideas and strategies, at times they have limited impact due to the time constraints on faculty to implement the necessary changes and revisions. FDIs provide such an opportunity by devoting a full year on one main area of innovation. This year's FDIs included Flipped Classrooms facilitated by Barb Penprase (Faculty Fellow), Problem-Based Learning facilitated by Eileen Johnson (Faculty Fellow) and Mentoring for Emerging Faculty, facilitated by Judith Ableser (CETL Director).

Flipped Classrooms focused on transforming face-to-face courses into a blended course delivery model where the majority of content is provided online and in-class time is spent engaging in active learning activities. **Problem-Based Learning** focuses on structuring learning activities around cases and real-life situations where students are engaged in problem-solving as practitioners. **Mentoring for Emerging Faculty** offered a forum for new faculty to build a cohort with other new faculty with whom they could share their challenges and successes while learning effective classroom strategies and techniques.

Each FDI introduced the concepts and structure of the FDI at an orientation session that was open to all. Faculty/Instructors were then asked to commit to one FDI for the year. During the fall semester, the Flipped Classroom and the Problem-Based Learning group met on a regular basis to learn about the area, see models, brainstorm, and plan for implementation. During the

winter semester, each participant began piloting strategies and approaches within their classrooms. The facilitators met more on a 1:1 or small group basis. The goal was that they would fully incorporate these ideas by the following year. The Mentoring group also met as a large group during the fall, addressing common areas of interest for new faculty and expanding on the concepts covered in the Nuts and Bolts Workshops. During the winter, each mentee met 1:1 with their mentor.

The participants were encouraged to apply for the Innovations in Teaching Grants (see section on Teaching Grants) to further develop their ideas and to be recognized for their commitment and involvement to exemplary teaching.

Data

- Flipped Classroom – 15 registered and 10-12 participated on a regular basis
- Problem-Based Learning – 12 registered and 4 participated on a regular basis
- Mentoring Emerging Faculty – 14 registered and 9 participated on a regular basis

Barb Penprase's Reflections on the Flipped Classrooms FDI

The most challenging and exciting program I completed was the Flipped Classroom series that I provided as a Faculty workshop series. It was challenging because I was just beginning to flip my courses and by no means was an expert in the content or "how to" for flipping classrooms. I was extremely fortunate to have a very strong group of faculty who were energetic and excited about flipping their classroom join my group. They all served to help make the series, I believe, very successful. Throughout the year I had up to 18 faculty actively involved and for most of my workshops had at least 10 people and usually more in attendance.

The first semester we focused on learning about flipping our class. I gave two main presentations and then used the expertise of other people to give workshops. This included Barbara Oakley, Chris Kobus, and Keiran Mathieson. We met at least once a month and sometimes twice a month depending on the schedules of the presenters. These were well attended and brought expertise, new ideas, and offered the rest of us who were learning how to flip confidence in going forward with this project. In December, I finished up this semester with using the book*, Flip Your Classroom* by J. Bergmann and A. Sams. We discussed the key points of the books and developed our plans for next semester as a group. The group decided that they wanted to have small breakout sessions with different faculty again to discuss their actual project of flipping. Chris, Keiran, Brian Snageorzan and I offer small group sessions in January and February, There were sometimes up to 4 sessions offered in a month. During these sessions we discussed *Panopto, Camtasia, PowerPoint Voice Over*, and Keiran's unique way of

doing flipped classrooms of which faculty could attend. In February and March, I scheduled 4 assigned times with E-Learning that Nic Bongers showed us how to use Camtasia and would then help us individually on uploading our courses and using the Camtasia program at e-Learning. From this point, the faculty were to work on their own to flip a class for this summer or next fall.

I strongly encouraged faculty to apply for the CETL teaching grant. I proud to say that two full time and one part time faculty received the grants to help them flip their class this coming year. Overall, I feel the workshop was very successful and the participants remained engaged until the end. I learned a lot and I hope they also learned a lot

Eileen Johnson's Reflections on the Problem-Based Learning FDI

Each month, the FDI group met, with the goal of addressing specific topics. However, due to the small constitution of the group, a more informal and flexible approach was taken, with overlap among topics and additional discussion taking place. Below, however, is the general outline from which the FDI operated:
- Introduction and orientation
- Sources of problems: identification, transformation, and creation
- Role of the instructor and use of facilitators in PBL
- Group dynamics in PBL
- Assessment strategies in PBL courses
- Use of technology in PBL courses
- Developing and restructuring courses for PBL
- Initiating and maintaining PBL over the course of a semester

In addition to these formal group sessions, I provided one-on-one consultation to participants at their request. These requests included discussion of ideas, provision of additional materials, and examples from my own teaching.

One participant developed a partial PBL format for one of her courses and piloted the approach during the second half of the winter 2013 term. In reporting to the rest of the group, this participant felt that the implementation had been generally successful, and she developed several documents to support students through the process of using PBL to understand the course content and master the learning objectives. This participant also shared with the group a few things she plans to approach differently during the next semester, including devoting at least one additional session to PBL and working to ensure that each group has at least one student who can take on the role of leader. Another participant has spent substantial time in

developing a PBL approach to an Honors College course that he will be teaching in the fall of 2013. Finally, one participant is planning to begin attempting to implement partial PBL in her courses during the upcoming semesters while the fourth participant does not believe that PBL would be an appropriate approach for his content area.

I was somewhat disappointed in the small turn-out for the PBL FDI and feel it would have been more successful with a greater number of participants across a wider range of content areas. While I am unsure of the reason for the small turn-out, one reason might be a common misunderstanding of PBL – likening it to simply using cases or problems for application in the course of standard teaching rather than fully understanding it as a unique pedagogical approach. However, despite the small number of participants, it was gratifying to see the enthusiasm among those who did participate, and the eagerness with which most were attempting to convert courses to using a problem-based learning approach. I do believe that there is still an interest in PBL as a topic for future faculty learning communities or perhaps another faculty development institute.

Judith Ableser's Reflections on Mentoring for Emerging Faculty

The Faculty Development Institute-Mentoring for Emerging Faculty functioned and ran slightly differently than the other two groups. The main purpose of this FDI was to provide a forum for new faculty to network with each other, develop skills to enhance their teaching and learning and to offer mentorship throughout the year. Following the initial orientation approximately 14 new faculty members joined the group. This FDI was open to full-time tenure track faculty who had begun this fall or who were beginning their second year on campus. We initially had 4 second-year and 10 new faculty. It was a challenge to try to organize times that accommodated everyone's schedules. Within a month or two a number of members stated they simply could not commit to a monthly meeting and ultimately we had between 6-10 active members in the group.

During the fall semester we met every 3 to 4 weeks. The initial plan was to expand on the concepts covered in the Nuts and Bolts Workshops. These workshops were designed in sequence for new/emerging faculty to provide them with a foundation in teaching and learning. For example, following the session on Creating an Effective Syllabus, I had the FDI Mentoring Group bring a sample syllabus to our session to work on revising it for a future semester. In addition to providing time to expand and practice the concepts from the workshops, each session had time for each member to reflect on their semester and identify what was working well and what challenges they were facing.

I created an e-Space to communicate and post documents for all the members. This served as a clearinghouse for articles, samples and information. I emailed each participant regularly to check on how they were doing and offer my assistance.

Some sessions had a focused theme that had been identified by one or more members (i.e. who do you balance your teaching with your research) while others were more open-ended. As the semester progressed, it became apparent that the members were more interested in sharing and reflecting with each other in a more informal manner. A very positive and supportive relationship emerged between the new faculty and those that had been here for a year.

During the winter semester, we had a few large group meetings but for the most part, I met individually with each member to provide mentorship, guidance and support. For example, I reviewed their course evaluations from the fall, I provided feedback on their syllabus and assignments and discussed individual challenges that each were facing.

In March, the Provost's Office held a breakfast meeting for New Faculty to reflect on their first year. When they were asked what was one of the highlights they have had at Oakland, I was delighted that many of them identified the support from CETL and the Mentoring Group. I plan to continue to offer this Mentoring for Emerging Faculty each year as a Faculty Development Institute. I would like to expand the mentoring program in the future by being able to match new faculty with more experienced faculty. I am beginning to collect a cadre of faculty who would be interested to serve in this capacity.

FACULTY LEARNING COMMUNITES

Faculty Learning Communities (FLC) are cross-disciplinary group (6-15 members) of faculty/staff/graduate students members engaging in a yearlong program to enhance teaching and learning. Their activities include frequent seminars and activities that provide learning, development, and community building. Participants typically engage in bi-weekly sessions and retreats and present results to the campus. FLCs increase faculty interest in teaching and provide an atmosphere which allows faculty to investigate new teaching methods.

FLCs have been operating at Oakland since 2008. CETL assumed responsibility for the organization and coordination this past year. CETL now provides a FLC update for existing groups and offers an orientation with some guidelines for new facilitators. Each facilitator provides updates to CETL and submits a final report at the end of the year.

A call is announced in the fall of each year for interested facilitators to submit a proposal including their title of their FLC, a brief description and overview, goals and budget. A review committee (made up of the CETL Advisory Board) selects 5-8 FLC based on a set criteria. These FLCs are promoted through CETL, and faculty, staff and graduate students can select and apply to any of the communities. The facilitator then contacts those interested participants. $1,500 is awarded to the committee to cover materials and resources.

There is a wide range of structure and goals of each group. Some are very organized with monthly workshops and seminars, others may begin with a book review, and others set an agenda that includes investigating an area with the goal of presenting and publishing articles. The goals can evolve over time, and some communities have continued to operate over a number of years.

The FLC begins meeting in January and meets on a regular basis for a full year. Some communities continue to meet in person during the summer, while others meet virtually (e-Space, wiki) or go on hiatus over the summer months.

Data

2012 Faculty Learning Communities
1. In-Class Simulations as Teaching Tools – Cristian Cantir
2. Promoting International-Mindedness: Working with International Students – Ji-Eun Lee (Education)
3. Teaching with Mobile Technology: iPads, Smartphones, and Similar Devices – Marshall Kitchens (Writing and Rhetoric)
4. Medical Education Research – Misa Mi (School of Medicine)
5. SurPriSe: An Interdisciplinary FLC on Surveillance, Privacy and Security – Albert Meehan, (Sociology), Thomas Lauer (SBA)
6. Teacher Education as a Whole University Endeavor
7. Film and Media Studies – Research, Teaching, and Collaboration – Kyle Edwards (Film)

2013 Faculty Learning Communities
1. Enhancing Student Performance in the Psychomotor Domain – Melodie Kondratek, John Krauss (Physical Therapy)
2. SurPriSe: An Interdisciplinary FLC on Surveillance, Privacy and Security – Albert Meehan, (Sociology), Thomas Lauer (SBA)
3. GRASP – Grizzly Response: Awareness and Suicide Prevention – Dalton Conally (Social Work)

4. Connecting Learning Theory to Practice and Scholarship – Jennifer Eastwood (School of Medicine)
5. Campus Engagement and Retention – Chris Jensen (Education/Health Sciences)
6. Integration of Arts and Sciences – Alberto Rojo (Physics)

The following are excerpts from FLC Final Reports:

<u>Medical Education Research – Misa Mi</u>

I invested a lot of time and efforts in organizing and hosting bi-weekly events of the FLC. On the other hand, support from the administration at different levels (e.g., the Chair of Biomedical Sciences of the medical school and the Dean of the Kresge Library) were indispensable to the successful implementation of the FLC events. Since the inception of the community in February 2012, I had organized, hosted, or facilitated 16 events, each of which averaged 10-12 faculty participants representing different disciplines across the university campus. A total number of 49 faculty and staff members participated in the FLC learning events and activities. These faculty members represented different schools and departments: School of Medicine, School of Nursing, School of Health Sciences, School of Education and Human Services, College of Arts and Sciences, School of Engineering and Computer Science, and School of Business. There were 200 total times of participation by the faculty and staff members across disciplines and schools. The core group of FLC members (regular participants) worked together to build and sustain the learning community to promote collective learning and discussion and to support integration of scholarly teaching with the 6 scholarship of teaching and learning.

The Faculty Learning Community served as a means to build a sense of belonging and to cultivate a culture for a learning organization. It helped create an environment for faculty to engage in a process of collective learning, sharing and discussion on issues concerning scholarly teaching and its relationship with educational research. Its success and impact of my Faculty Learning Community became an impetus for another faculty member from the medical school to form and run a new Faculty Learning Community in 2013, which has its focus on the application of the science of learning to guide educational research endeavors by the community members. It is hoped that such a faculty learning community on teaching and educational research will continue and retain a sustainable effect on faculty members who participate in the FLC.

<u>Film and Media – Kyle Edwards</u>

This group, comprised of eight to twelve OU faculty and graduate students, met six times from February through December 2012 to discuss the pedagogy and current research projects of FLC participants. All members reported that these meetings offered a particularly valuable context in which to learn more about the teaching strategies of their colleagues and to gain substantive feedback on their scholarship. The fact that the majority of Film and Media FLC members have agreed to continue to meet regularly in winter 2013 and thereafter provides strong evidence of the value of this initiative.

The Film and Media FLC culminated with a public symposium, entitled Critical MASS (Michigan Alliance for Screen Studies), on January 19, 2013, at which faculty and graduate students from Oakland University, Wayne State University, Michigan State University, and University of Michigan convened to present research overviews and discuss key issues related to film and media studies pedagogy and program development. By all accounts, this event was a tremendous success; in the spirit of the Film and Media FLC, it also offered attendees the opportunity to share knowledge and build relationships that will be of long-term benefit to OU faculty and students.

In conclusion, this FLC has launched a vibrant community of OU film and media faculty and graduate students, enriched the teaching and scholarship of its members, and enabled participants to share their interests and expertise with like-minded colleagues at surrounding institutions. On behalf of all of our members, we offer our sincere thanks to the Center for Excellence in Teaching and Learning and the Provost's Office for their support of this program.

INSTRUCTIONAL FAIR

On April 1st 2013, Oakland University hosted its **1st Annual Instructional Fair** cosponsored by the Center for Excellence in Teaching and Learning (CETL) and the Teaching and Learning Committee (TLC). The purpose of the event was to share instructional strategies for faculty to easily implement in their own classrooms to encourage student engagement and to showcase faculty who are creative and innovative in their teaching.

Each presenter created a poster and handout of their strategy and interacted with participants as they wandered through the exhibit hall. The handouts followed a template (see APPENDIX E – INSTRUCTIONAL STRATEGY TEMPLATE) resulting in a "packet" of ideas for participants to use in the future. A pdf booklet was created and posted on the website listing all strategies and pictures of each poster.

CETL's First Annual

Instructional Fair

April 1, 2013 – Banquet Rooms – Oakland Center

The Fair ran for 2 hours culminating with an award for the best poster voted on by the attendees/participants (**see below).

Name of Strategy	Presenter
1. Carousel	Joanne Freed
2. Peer-Teaching	Kristine Diaz
3. Wiki-Editing	Seth Howes
4. Four Squares	Leslie Raymond
5. Flipped Classroom	Lynda Poly-Droulard
6. Tour the World	Francine Guise
7. Form-Storm-Norm	Amy Sheikh
8. Think-Pair-Share	Mary Dereski
9. Circuit Training	Rebecca Cheezum
10. Cross-Disciplinary Panel	Rebecca Cheezum, Marjorie Lang and Kim Holka
11. SWOT Analysis	Terry Dibble
12. Speed Meeting	Terry Dibble
13. Collaborative Testing	Barb Penprase
14. Connections	Laila Guessous

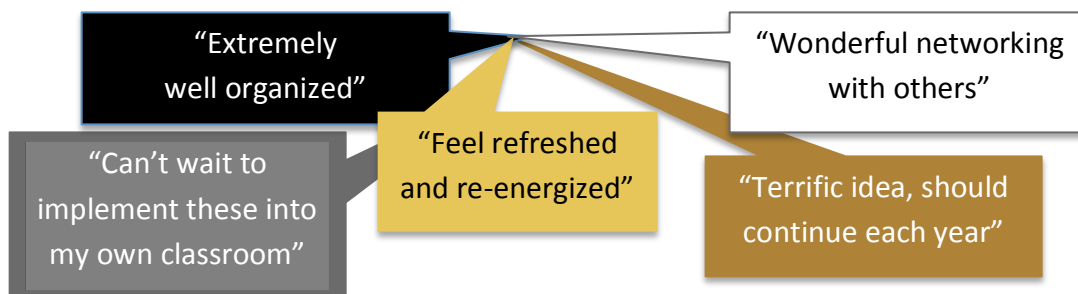15. Intertextual Instruction   Justin Remeselnik
16. Virtual Maze   Kathleen Spencer
17. Tweet from Your Seat   Laura Gabrion
18. Professional Exhibit Hall   Christopher Wilson
19. Symphony with a Serf   Gregory Allar
20. Google Earth Field Trip   Gregory Allar
21. Flipped Classroom #2   Chris Kobus
22. Discourse Practice   Mohammad Basir
23. Jigsaw   Eileen Johnson
24. Concept Mapping   Eileen Johnson
25. Group Collaboration**   Diane Underwood, Shaun Moore and Nic Bongers

Data

Presentations – 25

Attendees – approximately 110 – Faculty and graduate students from all schools and the College were represented.

Feedback from Instructional Fair – Highly positive (mean of 4.4/5 from 44 respondents)

"Extremely well organized"

"Wonderful networking with others"

"Can't wait to implement these into my own classroom"

"Feel refreshed and re-energized"

"Terrific idea, should continue each year"

Reflections

One of the goals of the Instructional Fair was to encourage faculty who do not attend CETL workshops to drop into this informal event and to learn simple yet effective ways to engage students in their classroom. This event was a resounding success. Not only did it attract new people, but those who participated networked with others and seemed motivated and excited to try new strategies in the future. Many commented that they would love to see this as an annual event.

NEW FACULTY ORIENTATION

Full-Time Teaching and Learning Workshop

In addition to the university-wide Orientation coordinated by the Provost's Office and Academic Affairs, beginning in 2011 CETL conducted a one-day Teaching and Learning Workshop for all new full-time faculty. In 2012 it was held on Monday, August 27th from 9:00-5:00. A handbook was created to cover all important aspects for new faculty. This interactive Teaching and Learning Workshop provides an overview of key procedures and pedagogy for effective teaching. Faculty were introduced to support services and are given a tour of the library, e-LIS (eLearning and Instructional Support) and CETL. In addition, a panel from Student Support Services was introduced including Disability Support Services, the Writing Center, the Tutoring Center, Counseling Services and the Dean of Students.

New Part-Time Teaching and Learning Workshop

In 2012, CETL implemented the First Annual New Part-Time Faculty Orientation and Workshop based on needs expressed by faculty and administrators. The workshop was held on Wednesday, August 27th from 5:00-9:00 to accommodate part-time faculty who work during the day.

Data

Full-Time Teaching and Learning Workshop – 33 attendees

Part-Time Workshop – 18 attendees

The agendas for both workshops can be found in APPENDIX F – NEW FACULTY TEACHING AND LEARNING WORKSHOP.

PART-TIME FACULTY and GRADUATE STUDENTS

Part-time instructors comprise a significant amount of contact hours with students. Many teach 16+ credit hours and have taught for many years. Part-time instructors are included and invited to all CETL events and programs. In addition, some specific events were planned to meet their individual needs. Specific events included the First Annual New Part-Time Instructors Orientation to Teaching and Learning, a Part-Time Faculty Innovations in Teaching Grant, and a Coffee and Conversation on the Benefits and Challenges of Part-Time Teaching. Because part-time instructors frequently work elsewhere during the day, CETL accommodated their schedules by providing these sessions in the evening.

CETL wanted to reach out to graduate students through our E-blasts to invite them to our programs; however, because they are students, their emails are considered confidential and we could not access them. CETL then sent out an announcement through Graduate Programs asking interested students to sign up for our E-blasts. Within a few hours we had 68 interested graduate students respond.   An evening Open House was held for Graduate Students to provide an overview of CETL and to learn what additional programs they would like to see.

Reflections

In the future, CETL would like to increase support and services to graduate students and part-time faculty. One of the challenges is timing because many of these individuals work off campus during the day. The goal is to develop a "virtual" presence where workshops, training modules and resources can be assessed online. Another future goal is to develop a graduate-level course in Teaching in Higher Education. Many universities provide more opportunities for teaching assistance for their graduate students, resulting in teaching experience on their resumes when they ultimately look for future university teaching positions. The creation of a course, including practical experience, would offer these students an advantage in their job search.

PART III – RESOURCES

CONFERENCES

Oakland University-University of Windsor Teaching and Learning Conference

For the past six years, Oakland and the University of Windsor have co-sponsored an Annual Conference on Teaching and Learning. The conference was a collaborative implemented from on behalf of the Provost from each institution. In the past each Provost's Office contributes $5,000 toward the conference. Registration fees for all faculty and instructors from each university is covered by that cost. Additional attendees from other colleges and universities pay a registration fee.

The location alternates between both campuses. The theme for the 2012 Conference on May 9-10th held at Oakland was "Excellence in Teaching and Learning." Scott Crabill organized and chaired the event (the new Director of CETL, Judith Ableser, shadowed and assisted in order to assume the role in future years).

The keynote speakers were James Zimmerman (Director of the Effective Teaching at Rollins College, Florida) presenting on "Constructive Alignment: Developing Valuable Student Learning Assessments" and Dan Butin (Dean of Education at Merrimack College in Massachusetts) presenting on "Danger! Teaching Ahead: A Vision for the Scholarship of Teaching and Learning." In addition to the keynotes, the conference involved 24 concurrent sessions and 16 poster session presentations.

Sixth Annual

OU-Windsor Teaching and Learning Conference

May 9-10, 2012 – Oakland University

This year, the 7th Annual Conference was held on May 1st-2nd at the University of Windsor with the provocative theme of "On the Verge: Debating the Future of University Education." The details of this event will be included in the 2013-2014 Annual Report.

Data

Attendees – 143
OU Attendees – 74
Concurrent Sessions –24
OU Presentations – 10 (involving 21 faculty)
Poster Presentations – 16
OU Poster Presentations – 5
McKeachie Award for Best Poster – Mary Bee, School of Medicine, Oakland University

Lilly Conference on Teaching and Learning

Each year there are five Annual Lilly Conferences on Teaching and Learning throughout the United States. Oakland University has been sponsoring faculty to attend the Traverse City Lilly Conference held in September each year. In the past, the Provost's Office/Academic Affairs sponsored ten faculty and e-LIS (online learning) sent an additional ten. In 2012, Academic Affairs and CETL sponsored 20 faculty/instructors to attend and served as a co-sponsor of the conference. The theme was *Evidence-Based Teaching and Learning*.

Interested faculty submitted an application to CETL and were selected based on if they were presenting at the conference or if they had never attended (or had not attended Lilly recently).

CETL covered the cost of registration, hotel room for up to four nights, travel and additional expenses totally over $1,000 per participant. During the conference, CETL organized a reception for OU participants and arranged for a dinner outing.

Data

This year we had over 35 applications for CETL grants. Initially we had funding for ten participants but were able to secure additional funding for a total of twenty recipients. Of the twenty, 18 were presenters and 2 were first time attendees.

The following twenty faculty members were awarded a CETL grant to attend:

1. Josephine Walwema
2. David Kasdan
3. Barbara Penprase
4. Sherry Wynn Perdue
5. Minhee Seo
6. Dominique Daniel
7. Alice Horning
8. Richard Pipan
9. Chris Kobus
10. Kathleen Spencer
11. David Rodenbaugh
12. Jennifer Eastwood
13. Christina Moore
14. Francis Paris
15. Beth Talbert
16. Shaun Moore
17. Victoria Lucia
18. Judith Ableser
19. Lauren Rinke
20. Patrick Fraze

Reflections

The intended, and successful, outcome of having Oakland faculty attend and present at a conference on teaching and learning is to bring back innovative ideas and a renewed motivation to the campus as a whole. One of the unintended, but delightful outcomes of having 20 Oakland participants was the connections and identity development that occurred within this group. Typically, one might think that while at a conference, you spend most of your time networking with others from other universities. During this conference, Oakland faculty, who in many cases did not know each other, spent social and professional time interacting with each other, resulting in strengthening a sense of Oakland identity.

Mini-Lilly Conference

Following the Lilly Conference in Traverse City, CETL held a debriefing session with the 20 participants. Many indicated that they would have enjoyed seeing more of the Oakland faculty's presentations but were not able to as multiple sessions were scheduled at the same time. They indicated that the ones they did see were of high quality and it would be nice to let others at Oakland view these sessions. We decided to hold a Mini-Lilly conference in January in order to highlight and recognize the exemplary work of OU's faculty. We set up a day with a schedule of presentations (55-minute, 30-minute or poster sessions).

Data

The following list the presentations:

1. Beyond the Traditional Classroom: Utilizing Creative Modern Tools to Optimize Student Learning – Chris Kobus
2. Classroom Community by Design – Beth Talbert
3. Developing Empathy through Imaginative Literature in the UG Classroom – Kathleen Spencer
4. Towards an Openly Democratic Critical Pedagogy – Richard Pipan
5. MOODLE Tips and Tools for Teaching – Francis Paris
6. The Sponsorship Continuum: Leveraging Teaching, Mentorship and Collaboration to Facilitate Evidence-Based Practices with Undergraduate Researchers – Sherry Wynn Perdue
7. Ethics and Source Use in Student Writing: How Better Reading Can Help – Alice Horning
8. Web-Based Polling, or How to Enhance Student Interaction in Online Classes – Dominique Daniel
9. The Development of the Nutritionally Aware Physician: A Service-Learning Project Aimed at Promoting Nutritional Health – Victoria C. Lucia, Jill E. Stefaniak, Tracy Wunderlick, Jean Szura (Poster Session)

- 8 Presentations + 1 Poster Session
- Attendance ranged from 3-15 per session

Reflections

This was one event that did not have a high turn-out rate. It is unclear if this was due to the topics, timing in the semester or weather (cold, winter day). We did want to recognize those Lilly presenters and have them share their work with others on campus, but we may decide not to offer this approach next year.

INNOVATIONS IN TEACHING GRANTS

Full-Time Grants

As a way to recognize and value excellence in teaching, CETL created and implemented the Innovations in Teaching Grant that focused on student engagement, active learning, meeting learning outcomes and student success. Up to five grants of $3,000 each will be awarded yearly.   The award will be distributed in two equal installments; $1,500 will be provided at the beginning of the grant (summer) and the remaining $1,500 will be given upon submission of the final report.

Awards are meant to give full-time 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. 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 project (through E-LIS or department) similar to the proposed project. In addition, we encouraged those who participated in the Faculty Development Institutes to submit proposals based on their course revisions in Flipped Classrooms or Problem-Based Learning.

Tenure-track, tenured faculty, and full-time teaching instructors (i.e. special instructors, full-time adjunct and visiting professors) could 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.

University of Michigan-Flint provided their grant proposal as a model for CETL to use. It was revised, with a criterion for evaluation rubric added, and then approved by the CETL Advisory Board (see APPENDIX G for CALL FOR PROPOSALS AND RUBRIC).

A call for proposals was posted, followed by a workshop on "How to Write an Effective Teaching Grant." The Director of CETL blind-reviewed all proposals, plus each proposal was reviewed by two additional board members. The scores were tallied and ranked.

Project Requirements:

1. **Proposal** – as outlined
   a. Cover page – with signature of chair/dean
   b. Proposal – up to 3-5 pages
2. **Proposal acceptance by April** – $1,500 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 2013-Winter 2014
5. **Course evaluation** – how you will assess the impact of "innovations"
6. **Final Report** – submitted **within one semester** following course implementation.
   a. Length – 3-5 pages
   b. Remaining $1,500 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. 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.

Part-Time Grants

Once the initial call for these grants was posted, CETL received a number of inquiries from part-time faculty asking why they could not be included in the selection process. The Advisory Board reviewed the situation and recommended that a second call be announced for part-time faculty. CETL wanted to recognize and support the extensive effort of our part-time faculty, whom, in many cases, have more teaching contact with students then some full-time faculty. We wanted to support those part-time instructors who have been teaching for OU for a number of years and/or whom teach many credits/courses. Therefore, in the part-time call, in addition to the basic proposal, instructors had to include a letter of support from their chair and a personal letter outlining their commitment to teaching at Oakland.

Data

In total, we had 16 full-time and 14 part-time applications submitted. We awarded:

Full-Time
- Lynda Poly-Droulard – Nursing
- Adina Schneeweis – Journalism
- Leslie Raymond – Art
- Kathleen Spencer – Nursing

Part-Time
- Sheryl Ruszkiewicz – Writing and Rhetoric
- Christina Moore – Writing and Rhetoric
- Soo Sieber – Business

Reflections

I was highly impressed with both the number of proposals received and the high quality of the submissions. In order to value and recognize excellence in teaching and learning, it was necessary to require scholarly work and a commitment to the projects. These grant proposals required significantly more rigor and depth than other university grants (i.e. e-LIS, Senate grants, etc.). I feel that the proposal outline (adapted from the University of Michigan-Flint's grant proposal), the rubric and criterion for evaluation, and the workshop on "Effective Grant Writing" provided the guidance needed to ensure high quality proposals.

It was through the call for full-time faculty grants that the discussion arose around supporting part-time faculty in a similar fashion. The conversations with the Advisory Board allowed us to solidify our commitment to part-time faculty realizing that many of these faculty have been working for many years at Oakland and, may actually teach and interact with more students than some of the full-time faculty. If our goal is to provide support to faculty in order to enhance our students' learning, we feel it is vitally important to reach out to part-time faculty. The resulting part-time grant submissions were excellent. In fact, in many cases these grants were as strong, if not stronger, than some of the full-time proposals.

Faculty who participated in the Faculty Development Institutes were encouraged to submit proposals. This further recognized their commitment to teaching and learning and provided an opportunity for them to evaluate the impact of their new innovations. I look forward to reading the final reports on these projects as they will provide evidence into the impact that CETL programs can provide.

LIBRARY RESOURCES

Books

CELT has created a lending library of current books on Teaching and Learning in Higher Education, including books on teaching strategies, online learning, pedagogy, adult learners, faculty development, assessment, part-time teaching, retention, cultural competency, and university culture. The majority of the books were purchased through a one-time start up grant from the Provost's Office.

Data

We currently have approximately 200 books in our lending library.
This past year, more than 70 books were borrowed by faculty members.
A bibliography of the books is posted on our website and can be found in the APPENDIX H. New books are added to the collection on a regular basis.

Additional Resources

In addition to books and journals, we post teaching videos and links on the website and a list of articles on Teaching and Learning in Higher Education that have been published by OU faculty.

PART IV – PROMOTING TEACHING AND LEARNING

CETL ADVISORY BOARD

The CETL Advisory Board provides support, guidance and input to the Director of the Center for Excellence in Teaching and Learning (CETL) on policy and programs that will enhance the quality of teaching by faculty and value and promote excellence in teaching.

The Board is made up of representatives from each of the Schools, 3-5 members from the College, the Faculty Fellows and a representative from the Provost's Office. Each member has been recommended by his/her dean and/or has been identified for their commitment to teaching and learning. Both full-time and part-time faculty are included. Minutes and additional documents are stored on our e-Space.

 Roles and Responsibilities of Board Members:

1. To attend and participate in monthly meetings at CETL (2- or 3-year terms)
2. To act as a liaison between board members school and/or department
3. To be a faculty voice on excellence in teaching and learning for CETL
4. To work with the Director to recommend policies regarding teaching and learning across the campus
5. To work with the Director to develop and implement programs at CETL
6. To assist in the review and evaluation of CETL programs
7. To assist in the development of the Faculty Fellows program
8. To assist in the review of future grants/awards
9. To assist in seeking and writing future grant opportunities for CETL
10. To participate in additional roles as defined by CETL and the Advisory Board

Note: The Board serves in an advisory capacity but will not supervise, direct or evaluate the Director or any CETL staff.

How is the CETL Advisory Board different from the Senate Committee on Teaching and Learning? The two will collaborate and work together, and as CETL develops, both may shift priorities. At the current time:

1. The Teaching and Learning Committee is an elected Senate committee. CETL's Advisory Board will be appointed.
2. The Teaching and Learning Committee has a more limited scope focusing on awarding the Teaching Excellence Award and mini-grants, organizing two workshops and producing a newsletter. CETL is a program that runs and operates a wide range of

supports for all faculty on an ongoing, daily basis (consultations, resource library, workshops, coffee and conversations, faculty development institutes, conferences, etc.).

CETL Advisory Board Members – 2012-2013

- Scott Crabill – Interim Assistant Provost
- Barb Penprase – Nursing, Faculty Fellow
- Eileen Johnson – Education, Faculty Fellow
- Jennifer Vonk – Psychology
- Eddie Cheng – Math
- Dana Driscoll – Writing and Rhetoric
- Soo Sieber – Business
- Debatosh Debnath – Engineering and Computer Science
- Misa Mi – School of Medicine
- Cindy Carver – Education
- Marie-Eve Pepin – Health Sciences
- Anne Switzer – Library
- Suzanne Flattery – CETL assistant
- Judith Ableser – CETL Director

Reflections

The role of an Advisory Board is extremely important to a program such as CETL. It provides guidance and direction for the Director and offers representation across the campus. I was impressed at the commitment and time that this Board was willing to provide to CETL.

FACULTY FELLOWS

Each year CETL selects two Faculty Fellows who exemplify excellence in and a commitment to teaching and learning to provide direct support to the Center. Each Fellow receives one course release for the fall and one for the winter in exchange for approximately 8 hours per week of their time. CETL transfers $5,000 per semester to the home department of each Faculty Fellow to cover the cost of a hiring a part-time instructor to cover the faculty's course.

A call for Faculty Fellows is announced in early winter. The Advisory Board and Director review the applications using a rubric based on the following criteria.

Role of Faculty Fellows:

- To provide direct service to CETL on average of 8 hours a week (flexible time to be arranged with Director on monthly basis)
- To work with the Director in developing and implementing CETL programs
- To provide support, mentoring, coaching and training to faculty across the campus (including workshops and a Faculty Development Institute)
- It is desirable that one Faculty Fellow will create online training opportunities, and the other will co-chair the OU-Windsor Teaching and Learning Conference

Faculty Fellow Criteria:

- Full-time faculty (tenured or tenure-track, visiting professors or special instructors with full-time salary/job security)
- Passionate about teaching and learning
- Demonstrated commitment to student learning and student success
- Innovative and effective teaching practice
- Areas of expertise may include, but not limited to, assessment, learning outcomes, student engagement, supporting student success, effective teaching practice
- Skills should include collaboration, organization, effective presentation skills, and a commitment to teaching and learning

2012-2013 Faculty Fellows

Barbara Penprase is an Associate Professor of Nursing. Her research focus is on clinical practice and outcome/evaluation of nursing practice. Her most recent research centers on empathy and its relationship with compassion fatigue. Penprase is a recipient of several significant grants and is well-published in her research areas. She has received many acknowledgements for her role in teaching and received the Teaching Excellence Award at Oakland University in 2009.

Summary of Involvement
- Strong ambassador for CETL
- Facilitated year-long Faculty Development Institute on Flipped Classrooms
- Presenter or leader of smaller workshops which included
    - Moving Towards Tenure
    - Creating Effective Power Points
    - Coffee and Conversation – How to Handle Large Classes

- Attended and presented at the Lilly Conference in Traverse City on flipped classrooms
- Presented at the CETL Conference at OU on collaborative learning and flipped classroom
- Conducted a needs assessment survey to faculty on CETL and held face-to-face interviews with the chairpersons from different departments for further feedback as to how CETL can more effectively be integrated into their departments
- Served on the Advisory Board
- Reviewed teaching grants
- Developed reports based on needs assessment and role as Faculty Fellow

Eileen Johnson graduated with her doctorate in Educational Psychology in 1998 from University of Houston. She is currently an associate professor in the Department of Educational Leadership in the School of Education and Human Services. She has been at Oakland University since 2004 and has taught courses in action research, qualitative research methods, statistics and data analysis, program evaluation, learning theory, and the ethics and philosophy of leadership.

Summary of Involvement
- Facilitated year-long Faculty Development Institute on Problem-Based Learning
- Presented workshops on
    - Active Learning
    - General Education
    - Coffee and Conversation – Avoiding Faculty Burn-out
- Conducted a needs assessment survey to faculty on CETL and held face-to-face interviews with the chairpersons from different departments for further feedback as to how CETL can more effectively be integrated into their departments
- Served on the Advisory Board
- Reviewed teaching grants
- Developed reports based on needs assessment and role as Faculty Fellow

Reflections

The decision by Academic Affairs to include part-time Faculty Fellows was an excellent choice. It recognizes exemplary teaching by identifying and selecting outstanding professors and offers the campus the opportunity to observe them in action and learn from their expertise and perspective. The amount and range of programs that CETL wants to provide requires additional time and support than cannot be provided by the Director alone. In addition, the Faculty

Fellows provided collegial interaction and collaboration with the Director and all who participated in CETL programs.

As this was the first year of CETL and of having Faculty Fellows, at times it was a challenge to determine what tasks and how much time they should commit to the position. This should be less of a concern as the role of the Faculty Fellows becomes more defined with additional time and experience.   As the Director, I am extremely grateful for the opportunity to work with professors who are equally as passionate about teaching and learning as I am.

STUDENTS FOR EXCELLENCE IN TEACHING – SET FORUM

CETL values student input as to what they feel is "excellence in teaching" and has created a monthly forum for students to share their views, ideas and concerns. Student Congress announces and encourages students from across campus to attend a lunch forum scheduled once a month at CETL. During that time students are asked to discuss what strategies and techniques help them be successful in courses. Students may name faculty members they think are strong teachers so that CETL can follow up with them so that they can serve as mentors or models for others. Students are also encouraged to share their concerns that they have about teaching but it is stressed that they should NOT name specific instructors. It is made clear that students should report problems with specific instructors to their advisors or the chair of the department that oversees the course.

Student comments are used to generate workshop topics and share back the voice of the students with the faculty.

What Students Say They Value	What Interferes with Their Learning
Active learning and engagement	Boring lectures
Personal connection between faculty and students	Lectures simply taken from the textbook
Faculty showing care and compassion	Too much reading
Well-organized courses	Lack of clarity
Using Moodle to communicate, even if faculty do not teach the course online	Unannounced tests or changes to the syllabus
Providing prompt, concrete feedback	Not getting feedback
Assignments that relate to practical experiences	Outdated sources

Reflections

The SET Forum is an innovation that I have not seen done in any other centers. I feel it is vitally important to hear from our primary stakeholders. We have offered workshops and sessions based on their comments and feedback. I would like to continue to enhance the voice of students in the role of teaching and learning in the future.

COLLABORATION with SENATE COMMITTEE on TEACHING and LEARNING and with E-LIS

CETL works and collaborates closely with both the Senate Committee on Teaching and Learning and e-LIS (online learning). The Director serves on both committees and a representative from each committee serves on our Advisory Board.

Because the Senate Committee on Teaching and Learning was established prior to the existence of the Center, the TLC is streamlining some of their services that CETL is now providing. For example, in the past the TLC ran a workshop each semester. Because CETL is now offering workshops on a regular basis there did not seem to be the need for this to continue. This year, and in subsequent years, the TLC and CETL co-sponsored a workshop highlighting the two Teaching Excellence Award Winners in the fall and the Instructional Fair in the winter. TLC has decided to create only one newsletter in the fall of each year. TLC will continue to focus on the Teaching Awards and on a Teaching Grant.

Reflections

The collaboration between CETL and e-LIS and the Senate Committee for Teaching and Learning has evolved significantly over the past year. Now that all three programs are in full operation, their roles, interactions and functions should continue to become more defined. All serve to support teaching and learning across the campus.

RECOGNITION OF EXEMPLARY TEACHING

Valuing and recognizing exemplary teaching is an integral part of CETL. Many of the ways in which this is done have been previously outlined in this report. They include the following:

- Faculty facilitating workshops in their area of excellence or research
- Innovations in Teaching Grants
- Posting articles that OU faculty have published on Teaching and Learning
- Serving on Advisory Board
- Serving as Mentors or Models for Emerging Faculty
- Highlighting work and accolades on our website

PROMOTING AND MARKETING

- Website

  CETL's website can be found at
  www.oakland.edu/cetl. The extensive
  website provides information and
  registration to all programs and services,
 upcoming conferences, calls and proposal
  submissions, a welcome letter from the
  director and all newsletters, videos on
  teaching and library resources and pdf of
  all workshop presentations and other
  documents.
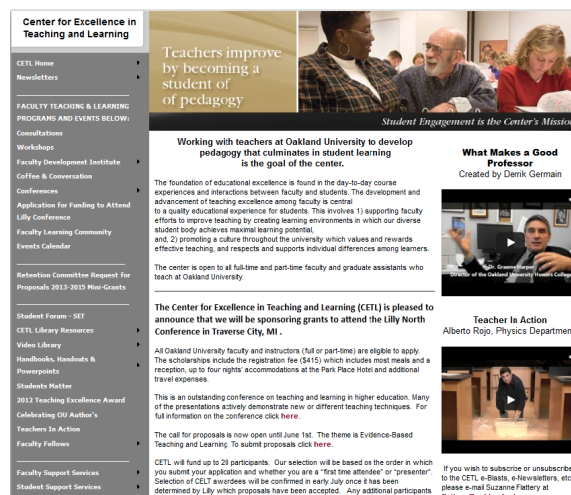
- Brochure

  CETL revised and distributed a brochure in the fall of 2012. The
  brochure was sent to all full-time faculty and given out to all new
  faculty. The brochure includes information on the types of
  programs and services offered through CETL, contact information to
  additional faculty support services, and CETL contact information.
  (See Appendix for full brochure)
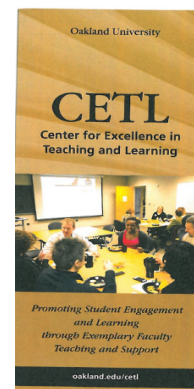
- E-blasts

  One of the primary ways that CETL and advertises programs is through E-Blasts which
  are colored flyers promoting an upcoming event. Faculty and instructors have to
  register to receive these E-blasts which are sent through an OU email list-serve. At any
  time they can contact us to be taken off the list. These E-blasts serve as a reminder of
  the program and also provide a direct link to register for each event.
  (See APPENDIX I for SAMPLE E-BLASTS.)

- Newsletters

  CETL creates and distributes a newsletter at the beginning of the fall and winter
  semester. The contents include a welcome letter from the Director and a list of all
  programs and services to be held that semester (workshops, Coffee and Conversations,
  FDI, FLC, consultations, conferences, etc.). In addition, names of award recipients and
  committee members are acknowledged. The newsletter is sent out to all on our E-blast
  list, distributed to new faculty, and posted on our website and in our office.

- Meet and Greet

    In order to promote CETL and introduce faculty and instructors to the Center and to the new Director, CETL hosted two Meet and Greet sessions on Wednesday, January 18th and Thursday, January 19th, 2012 between 2-4 pm. These informal sessions included a reception and a tour of the center, interaction with the Director and assistant, thanked the previous Interim Director, and information about our programs and services.

- Friday Announcements

    Each week CETL posts upcoming events, programs and opportunities in the Provost's Friday Announcements that are sent to all faculty and staff on campus.

Reflections

Effective promoting and communication of CETL programs and services is essential for the success of the program, particularly in the initial years. It is important for CETL to be visible on campus. During this first year, we had to find the appropriate balance of marketing so that the faculty knew what programs were being offered without satiated and over-promoting. In general, I feel we found that right balance based on comments in the needs assessment and the participation in our programs.

NEEDS ASSESSMENT

In order to determine what programs and services have been perceived as effective during this first year of CETL operations, and to determine what future programs would benefit the University community, CETL engaged in a year-long needs assessment developed and conducted by the Faculty Fellows. During the fall semester, a survey was emailed to all faculty on campus. During the winter semester, the Faculty Fellows attempted to meet with each of the chairs and department heads for a brief interview.

i. **Faculty Survey**

A survey was sent out to all faculty members at Oakland University through Survey Monkey. The survey consisted of demographic information and then specific questions related to CETL; 22 questions in all. The identity of the participant was not disclosed in the program so we only knew which department the person practice within; thus all information was confidential. This report is presenting the aggregate data of the responses to the survey by the faculty. The purpose was to understand how faculty viewed CETL from the perspective of assisting them as faculty members as well as to understand if they used the variety of different teaching and learning services that CETL offered.

The survey included basic demographic questions plus 21 questions focusing on participation in programs and services, the effectiveness of programs and services, recommendations for future programs. (A copy of the survey can be found in APPENDIX K.)

Data

There were 156 faculty that responded to the survey but many of the questions were unanswered. A summary of the important points are as follows:

- All schools/departments participated in the survey, but the vast majority was from the College of Arts and Science and the average length of time teaching was 9 years (range from 0 to 46).
- The largest group to respond was Associate Professors (27%), followed by Assistant Professors (24%) and Special Instructors (12%).
- The most effective method of communicating CETL events was through the Friday announcements (80%) and through E-blasts.
- The vast majority of the participants were utilizing CETL for teaching and learning growth (72%) through workshops (74%), Coffee and Conversation (53.5%), Faculty Development Institutes (47%), New Faculty Workshops (39.5%) and Faculty Learning Communities (30.2%). Some other reasons cited for CETL were individual consultation and use of CETL's text/video. The participants indicated that they enjoyed almost all of the services offered at CETL but special interest was expressed for the FDI: Flipped Classroom, support for dealing with student problems, and students with disabilities. Other services that were appreciated by participants included mentoring and grants to attend conferences.
- The participants were very interested in attending workshops and sessions during the summer (77%); May was the best month, followed by June and August. July would not be a good month to hold workshops or sessions based on responses.
- When asked if participants would be interested in attending online sessions, 65% indicated they would be interested. However, only 61% of the participants had actual gone online to view the CETL webpage and activities.
- Ninety-eight percent felt that CETL was effective in publicizing its program and 78% felt that we are publicizing the correct amount of time (not too frequently or too little in frequency).

When participants were asked what the specific role of CETL, most indicated the CETL was to facilitate the learning and teaching of faculty and to improve the quality of student learning. Included within this was that CETL should also assist and train faculty and graduate students in better pedagogy, assessment, outcomes, and promote best practices. One interesting comment was that CETL was to act as the liaison between students, instructors, and administrators in developing and/or administering programs that support education through using innovative tools for teaching.

How CETL Can Meet Needs   When specifically asked how we could meet each individual and department needs the answered varied considerably. Many felt the workshops, seminars, teaching grants, resources and individual consultation that has been offered are excellent. But they also expressed needing assistance with supporting junior faculty's transition into teaching, more access to online materials, CETL to become a place that faculty could vent their frustration without concern of retaliation, help write examinations, and act as a mentor for class evaluation and training.

>*Individual Assistance in the Tenure Process*   A theme that was expressed throughout the survey was they would like CETL to become more active in the tenure review process by writing formalized letters after consultation and implementation of different strategies. These comments indicated that that these letters could help verify how much time and effort some faculty have put towards improving themselves as an educator.

>*Department Needs*   At the department and university level comments varied. One overarching theme was teaching best practices for teaching and help different departments structure programs and goals to meet best practices. They felt that through this it could encourage consistency of teaching approaches, provide feedback on best practices and motivate colleagues that may not be motivated presently.

>They also expressed that is would be beneficial for CETL to offer workshops specific to their department's needs and have the workshops in their building and times/days arranged so the maximum number of faculty could attend. Included with the department suggestions for the University were remarks asking that departments support the faculty more so they could attend more workshops, start discussions directly on the role of teaching in faculty duties and evaluation with the Union but most saw CETLs role within the university, besides being a setting to help faculty teach better, was a place where faculty could meet with other faculty they normally may never encounter; that CETL could be the bridge to bring different departments and schools closer together.

Overall, the participants were very happy with all the programs, sessions, and workshops that were offered by CETL. They liked the flexibility of having both formalized learning opportunities and more casual sessions like Coffee and Conversation. Every offering by CETL throughout this year was mentioned at least once by participants and often several times. The participants did mention they would like to have more active learning sessions and review of sound research methods that are proven effective for strong teaching pedagogy. Many mentioned they wanted more on technology and how to use it within their teaching. This is an area of opportunity between CETL and e-LIS to develop collaborative workshops in

which both departments could take an active role. This would be exciting for many faculty and they would receive all the instruction within one workshop series.

Most felt that there was not much more CETL needed to offer but would like to see the more popular workshops offered more than once a semester so more people could attend and, as already mentioned, more information was offered online.

Resources and Reminders   There were not many recommendations on to how to improve the website. Most liked it the way it was, but would like to make sure that the workshops' videos were posted so they could be watched by those who could not attend. They also recommended that more descriptive information be given for the workshops, seminars, etc. and that there would be reminders sent for upcoming workshops. There was even the suggestion that reminders be given at Senate and Assembly meetings. Lastly, it was mentioned that CETL could be helpful in helping to design a program of peer review that was objective so faculty could evaluate members within their department/school.

The last question asked if there was anything else CETL could do for the faculty. There were very few remarks that were not overly positive. But some suggestions were that CETL could become more involved with cross-disciplinary programs and courses—to encourage the development of these. Another suggestion was that a discussion would be held with different faculty from different schools/departments to discuss workload policies, what support faculty receives within their departments and other questions that would help all of us understand what should be expected within OU from departments/schools.

Overall, the comments were extremely positive. There were no negative comments related to what CETL was doing. One overarching theme was that faculty felt a strong need to have more workshops on technology. It was apparent that many faculty do not feel they know how to use the technology or need to grow in how they are using the technology presently. Another comment was that CETL take a more active role in the tenure review process.

> ### ii.   Interviews with the Department Chairs:

Several chairpersons met with the two fellows to discuss CETL. The questions asked were as follows:

- ·   How do you feel CETL could help your department?
- ·   What services would you think would be useful from CETL?
- ·   Are there any specific areas that you would like CETL to focus on for your department?

Data of Interviews with Department Chairs

Chairs or their designates from the following departments met with one of the Faculty Fellows:

- Communications and Journalism
- English
- History
- Math
- Modern Languages
- Music, Theater and Dance
- Political Science
- Decision and Information Sciences
- Economics

- Counseling
- Educational Leadership
- Teacher Development and Educational Studies
- Human Resource Development
- Reading and Language Arts
- Computer Science
- Industrial and Systems Engineering

- Applied Health Sciences
- Exercise Science
- Occupational Safety and Health
- Wellness, Health Promotion, and Injury Prevention
- Nursing
- Biomedical Sciences

Although there were a variety of responses from different people, many of the themes remained the same. General themes are reflected below regarding suggestions by chairs for future opportunities to enhance participation for CETL within departments.

- Several departments felt they could offer services to help CETL. They felt that they were current on educational trends, active learning and newer modalities. They felt that CETL should be seeking out their assistance by making contact with them and finding out what their departments could do for CETL. They did not feel that their departments should be contacting CETL.
- Many stated they did not believe their departments used CETL.
- It was mentioned, as has been in other groups, the need to have <u>CETL come in and assess classroom teaching</u>. However, some of the departments believed they could offer that service as well.
- Some departments felt that they already offered the services and workshops that CETL was doing and wondered why we had CETL. Thus, there would be opportunity to educate the different departments on what could be offered by CETL.
- The <u>support for online support lectures/talks</u> was mentioned and encouraged, such as offering faculty the technology to video-record their teaching and then bring it to CETL to review and discuss pros and cons of teaching techniques.
- There was mention of the <u>need for more student-focused activities to help students</u>. Some of the people did not feel that the learning center did a very good job at this and

wanted to see CETL more involved. Recognition of assistance was noted for both undergrad and grad programs.

- o Retention is such a focus at OU that CETL needs to take an active role in helping departments and students
- o Somehow to establish a tool to evaluate how effectively are faculty teaching
- Culturally sensitive pedagogy was mentioned as a university need.
- Some chairs would like to see support for graduate students in developing their future teaching and prepare these students for getting positions in academia (if desired) once they graduate. Many are research assistants but have no formal education in teaching.
- It was stressed that we need more help for Special Lecturers and part-time faculty. However, the departments wanted CETL to help each department develop its own orientation and mentoring programs within the department. Thus, it would stay at the department level with the guidance of CETL. One person suggested CETL come to their department and work with the chairperson to help establish a new faculty orientation program and mentoring program. (This person's name will be given to the Director upon request).
  - o Review of job descriptions
  - o How to begin teaching
  - o Tenure or other requirements for job stability
- It was suggested that support for interdisciplinary courses would be helpful.
- A couple of chairs commented that there are almost too many activities posted on CETL website. It is hard to keep all of the information straight and the web page is confusing. Perhaps identify the general main areas and have descriptors of what would be in each area—the "grand idea" with subtopics under each.
- There might be more participation if CETL discussed individually with each department what is offered and then break out activities to each department's specific interest.
- Have CETL meet once or twice a year with chairpersons to discuss programs, resources and services available.
- Seminars and workshops that focus on reigniting senior faculty (post-tenure) to improve teaching strategies and become more current in technology and active learning.
- Having monthly mentoring meetings for all faculty, junior and senior, held by CETL.
- Create a database that outlines different active learning strategies and tips for teaching. Then different departments could select what is important to their own needs.
- Suggestion that possibly have cohorts of new faculty with special series each year such as syllabi design, active learning, effective lecturing techniques, Moodle integration, etc.
- More workshops focused on performance and grading to evaluation outcomes.

Reflections

This needs assessment provided important information and validation for CETL. The above report highlights the key findings. In summary, CETL has been perceived as effective in promoting excellence in teaching and learning and was welcomed by the campus community for providing a needed service. We are addressing and implementing recommendations suggested through this assessment including offering specific workshops (engaging the large class, tenure preparation, etc.). We are expanding our program in the future to include virtual training to accommodate the needs of part-time instructors and those who cannot attend our sessions.

Based on the needs assessment (both survey and chair interviews) CETL has or will be developing the following:

1. **Virtual Presence**
    According to the survey, 65% expressed an interest in having online training. In addition, chairs indicated that more support was needed for part-time faculty and graduate assistants. During the summer of 2013, CETL is hiring a part-time Media Specialist/Instructional Designer to create a virtual presence on the website. Online training modules, links to websites, links to workshops and all documentation will be available. CETL is aware that many part-time faculty and some full-time faculty are not available to attend sessions during the day (12:00-1:30). This virtual presence will provide accessibility for all faculty/instructors.

2. **Engagement and Involvement at the Department Level**
    Some chairs indicated that, although many faculty within departments utilize CETL, departments as a whole do not. Some chairs were not clear on what programs CETL provides; for example, a few chairs did not realize that CETL offered a one-year mentoring program. Other chairs felt that their faculty had expertise to offer to CETL. In response to this, the director attended a chairs meeting to review what services and programs CETL offers and asked what else they would like to see provided. The Director encouraged chairs to contact CETL directly to arrange individual department meetings and consultations. Following that meeting, the Director did attend and present at a number of department meetings, encouraging faculty to facilitate workshops and providing mentoring and/coaching to junior faculty. In addition, a number of department consultations have now occurred.

3. **Support for Graduate Students**
    Some chairs indicated that there should be more support for teaching and learning for graduate students. In response, CETL contacted Grad Programs and had them send out an email, inviting all graduate students to sign up for CETL E-blasts and attend CETL

sessions. A Meet and Greet was then organized for Graduate Students. A future goal is to develop a 4-credit graduate course in "Teaching in Higher Education." The Director will collaborate with Education Leadership and Teacher Development within SEHS to develop an appropriate course.

4. **Technology**

   Some faculty and chairs indicated that they would like to see more of a focus in Technology. In interpreting this, it may be that some are not clear about the distinction between CETL and e-LIS. Although the two do would collaboratively, it is important that faculty and departments are aware of the distinction. CETL can and should support the pedagogy of online teaching and effective teaching using technology. e-LIS is responsible to provide training and support for faculty in using Moodle and other technologies. As a result for this needs assessment, the Director of CETL invited an e-LIS staff member to sit on the CETL Advisory Board and now also serves on their Board. In addition, one of the Faculty Development Institutes for the coming year will focus on "Effective Teaching Using Technology."

5. **Mentoring and Support for Junior Faculty**

   CETL will continue to provide a Mentoring Program for junior faculty and will market it so that chairs are aware of this program.   CETL believes that each department or school should provide mentoring to junior faculty, and the CETL Mentoring Program should not replace or replicate such a program. The CETL Mentoring Program provides a place for junior faculty to network with each other, learn about teaching and learning, and share concerns that they may not feel comfortable discussing within their own departments. The Director of CETL will work with any department to enhance their own mentoring program.

6. **Tenure Process and Peer Review**

   Some chairs indicated that they would like CETL to be more involved in the Tenure Process. CETL will be happy to provide workshops on tenure, work with departments to enhance their review process and peer observations. CETL will also create a cadre of associate/full professors who can serve as reviewers. CETL will not, however, be involved with direct tenure reviews. The Director welcomes the opportunity to consult and observe faculty for formative feedback and recommendations but will not serve in an evaluative function, as that is the role of the department tenure review team.

This Needs Assessment is the initial assessment used to identify what we are doing effectively and what areas we need to develop. In future years, we will continue to do program evaluation of CETL focusing on the impact of our programs. CETL's appreciation is extended to Barb Penprase and Eileen Johnson (Faculty Fellows) who developed, implemented, and wrote the body of this report.

PART V – SUMMARIES AND CONCLUSIONS

GOALS MET

In summary and review of the past year (or 1½ years) of CETL's implementation of programs and services, all three goals were met with resounding success.

1. Promote the Center for Excellence in Teaching and Learning at Oakland University
   a. Visibility and Presence of Center

   Achieved by:
   - Meet and Greet, weekly marketing and E-blasts, ongoing presence of CETL at university events, brochure, word of mouth

   b. Engagement of faculty from across the university in Center activities

   Achieved by:
   - Participation from full-time and part-time faculty across the campus
   - More than 605 different faculty attending workshops

2. Develop and implement:
   a. Faculty development programs and services

   Achieved through:
   - Consultations
   - Workshops
   - Coffee and Conversations
   - Faculty Learning Communities
   - Faculty Development Institutes
   - Instructional Fair
   - OU-Windsor Conference
   - Lilly Conference

   b. Resources

   Achieved through:
   - Establishing a library
   - Website with resources and links
   - Funding for conferences
   - Funding for Innovations in Teaching Grant

      c. Promote a culture of teaching and learning

      Achieved through:
- Faculty Fellows, Advisory Board engagement
- Innovations in Teaching Grant
- Faculty-led workshops

3. Develop and conduct a needs assessment of the Center
   Achieved by:
   - Needs survey sent to all faculty
   - Interviews of department chairs
   - Recommendations emerged for future development of CETL

FUTURE GOALS

Based on the needs assessment, comments in the workshop evaluations, comments from faculty, instructors, graduate students and students, and reflections from the Center's staff, the following goals are set for the coming year.

1. To continue to implement the existing programs and services of CETL.
2. To develop an assessment plan for measuring faculty's satisfaction with CETL and the impact that CETL has had on their teaching and learning.
3. To enhance the scholarship of teaching and learning at Oakland.
4. To reach out virtually to faculty, instructors and graduate students who are not available to meet during regular Center hours (i.e. online sessions, videos, virtual training)
5. To further develop supports to new faculty (orientations, breakfast, mentoring)
6. To further develop programs and supports for graduate students, including the future development of a graduate level course in "Teaching in Higher Education."

ACTION PLAN and NEXT STEPS

1. To continue to expand the existing programs and services of CETL.
   a. Continue ongoing operations of CETL.
   b. To hire a part-time clerical position to take over the accounting role from the current assistant so that she can have the time to focus more on event planning.
2. To develop an assessment plan for measuring faculty's satisfaction with CETL and the impact that CETL has had on their teaching and learning.
   a. Develop, implement and analyze assessments.
3. To enhance the scholarship of teaching and learning (SoTL) at Oakland.

     a. To create a Faculty Development Institute on the Scholarship of Teaching and Learning.

     b. To promote the scholarship of teaching and learning through CETL workshops and programs.

     c. To promote the SoTL as it aligns with the goal of the university to move up in the Carnegie Research Rankings.

4. To reach out virtually to faculty, instructors and graduate students who are not available to meet during regular Center hours (i.e. online sessions, videos, virtual training).

     a. To hire a part-time Media Specialist/Virtual Instructional Designer who will oversee the virtual training, online sessions, social media and website updates.

5. To further develop supports to new faculty.

     a. To assume the role of coordinating the university-wide New Faculty Orientation (previously sponsored through the Provost's office).

     b. To assume the role of coordinating the New Faculty Breakfast in March (previously sponsored by the Provost's office).

     c. To create a "social" presence for faculty through the promotion of "Welcome to the Local Area Handbook," social events, social media opportunities, creating a space and place for social interaction leading to professional collaboration.

     d. To continue to enhance the Mentoring program for new faculty.

6. To further develop programs and supports for graduate students.

     a. To meet with graduate students to identify their needs

     b. To collaborate with Graduate Studies on effective programming.

     c. To work with School of Education in exploring developing a graduate course in "Teaching in Higher Education."

     d. To begin developing a graduate education course.

PART VI- APPENDICES

APPENDIX A – CETL CONSULTATION REQUEST

Please download and complete this Consultation Request and email it my attention (Judith Ableser – CETL Director) at ableser@oakland.edu. I will contact you in the very near future to set up a time to discuss your situation.   Please note all information will be held in strict confidence.

Date: _____

Name: _____

Position: _____

How many years have you been at Oakland University? _____

Department: _____

Email: _____

Contact phone #: _____

Briefly describe the situation/issue that you would like some support in.

Please share any other information that you feel would be helpful.

Looking forward to working with you.

Respectfully,

Judy

APPENDIX B – GUIDELINES FOR CETL WORKSHOP PRESENTATIONS

Thank you for agreeing to provide a workshop for CETL. It is our aim to highlight Faculty's scholarship and practice in excellence in teaching and learning. We have a lot to offer each other! Please forward all information to Judy (Director) at ableser@oakland.edu.

A. **Confirming Workshop**
   a. Submit title of workshop – short but engaging title
   b. Submit brief summary of workshop (i.e. abstract, paragraph)
   c. Submit brief bio (and picture if you wish) of presenter(s) including name, department/school and key areas of interest
   d. Confirm date/time/length of presentation- typically mid-day (we can provide lunch)

B. **Planning your Workshop Format and Presentation**
   a. Typically 1 hour or 1 ½ hours for standard session
   b. Maximum attendance is 22-24
   c. Please have learning outcomes or specific objectives that focus on enhancing excellence in teaching and learning at Oakland.
   d. Please develop an interactive session where participants will be involved and engaged.
   e. Please allow for discussion, Q&A and/or debriefing at end of your session.
   f. We encourage the use of technology.
   g. Feel free to use a PowerPoint or other resource or hand-out to assist your presentation (however, you are encouraged to use this only as an aid and not read a paper or simply read your PowerPoint).
   h. Please send us a copy of any handouts that you would like to distribute and we will make copies.
   i. Please send us a copy of any PowerPoints or resources so that we can keep them in our file/records.

C. **1-2 weeks Prior to Workshop**
   a. Send a workshop outline of presentation (Learning outcomes, agenda, list of methods of delivery, technology that will be used, active participation)
   b. How you would like the room set up (tables, horse-shoe shape)
   c. What technology you will need

D. **Day of Workshop**
   a. Please arrive at least 15 minutes early to check that everything is set up properly.
   b. Please ensure that all hand-outs and materials are available.

E. **Follow-up to Workshop**
   a. If you used a PowerPoint, please save it in a .pdf and send it to flattery@oakland.edu so we can post it on our website.
   b. We will send out a workshop evaluation following your presentation and share the results with you.
   c. Please feel free to discuss the workshop with CETL and possible follow-up opportunities.

Looking forward to your session. Thank you again,

Respectfully,
Judith Ableser, Ph. D – CETL Director

APPENDIX C – CETL WORKSHOPS
January 2012-April 2013

Date	Workshop Title	Attended	Facilitator
1/31/12	Assessment for Learning	23	Shannon McNair
2/13/12	Cooperative Learning Strategies for the Classroom	22	Barbara Oakley
2/29/12	Let's "Talk" About Your Disability	11	Linda Sisson
3/8/12	Poetry and Pedagogy: Where do they Collide?	11	David Lau
3/12/12	Writing to Learn	20	Robbie Stewart
3/28/12	Addressing Challenging student Behaviors - Part 1	21	Glenn McIntosh
4/11/12	Addressing Challenging Student Behaviors - Part 2	22	Sam Lucido
4/13/12	Interdisciplinary Teaching at Oakland University	16	Judith Ableser
5/15/12	New York Times in College	23	Mike Mooney
8/27/12	New Full-Time Faculty Orientation	35	Judith Ableser
8/29/12	New Part-Time Faculty Orientation	20	Judith Ableser
9/11/12	Introduction to Mentoring for Emerging Faculty – FDI	13	Judith Ableser
9/12/12	How to Focus Less on Teaching and More on Learning	25	Judith Ableser
9/13/12	Introduction to Problem Based Learning – FDI	15	Eileen Johnson
9/18/12	Introduction to Flipped Classrooms – FDI	26	Barbara Penprase
9/28/12	Who Are Our Students? How Do They Learn?...	16	Judith Ableser
10/2/12	Stylish Academic Writing - Honors College w/s	10	Graeme Harper
10/3/12	New York Times in the Classroom	21	Mike Mooney
10/11/12	Constructive Alignment	15	Judith Ableser
10/17/12	Preventing, Identifying and Addressing Cheating	14	Terry Dibble
10/30/12	Faculty Learning Community Fair	18	Judith Ableser
10/31/12	Authentic Activities, Assessment, Rubrics, Grading	23	Judith Ableser
11/5/12	Dealing with Incivility and Behavior Issues in Class – 1	19	Glenn McIntosh
11/12/12	Emergency Preparedness - 3 pt. Behavior Series	11	Sam Lucido
11/14/12	Creating the Effective Syllabus	20	Judith Ableser
11/16/12	Integrating the Arts into Science	12	Alberto Rojo
11/19/12	Active Shooter Video - Part 3 of Behavior Series	12	Mark Gordon
11/27/12	Active Learning in the Classroom	23	Eileen Johnson
12/3/12	2012 Teaching Excellence Award Winners	20	Jeff Insko, Doris Plantus
12/7/12	Let's Reduce Plagiarism and Copyright Problems	24	Julia Rodriguez
1/10/13	Mini-Lilly Conference Workshops (All-Day Event)		
	Beyond the Traditional Classroom	11	Chris Kobus
	Classroom Community by Design	10	Elizabeth Talbert
	Developing Empathy Through Imaginative Literature	5	Kathleen Spencer
	Towards an Openly Democratic Critical Pedagogy	7	Richard Pipan

	MOODLE Tips and Tools for Teaching	10	Francis Paris
	The Sponsorship Continuum ...	6	Sherry Wynn Perdue
	Ethics and Source Use in Student Writing	8	Alice Horning
	Web-base polling, or How to Enhance Student Participation	6	Dominique Daniel
1/14/13	Let's Reduce Plagiarism Problems	19	Sherry Wynn Perdue
1/24/13	Brain-Based Learning	26	Barbara Oakley
1/29/13	Engaging the Large Class	14	Kristine Diaz
2/5/13	Introduction to Interactive Hybrid and Online Class	20	Shaun Moore
2/8/13	Writing an Effective Teaching Grant Proposal	23	Judith Ableser
2/11/13	I Thought I Was Here to Teach: Dealing with Behavior	9	Judith Ableser
2/13/13	New York Times in the Classroom	17	Mike Mooney
2/28/13	Suicide Awareness and Prevention	12	Dalton Connally
3/5/13	Graduate Student MEET and GREET	9	Judith Ableser
3/6/13	Creating Effective PowerPoints	26	Barbara Penprase
3/12/13	Lessons Learned from the ENGAGE Program	10	Laila Guessous
3/20/13	General Education at OU	13	Eileen Johnson
3/22/13	Moving Towards Tenure	7	Barbara Penprase
4/1/13	Instructional Fair in the Banquet Room of the OC	110	Multi-presenters

APPENDIX D – ANALYSIS OF WORKSHOP ATTENDANCE

During the 2012 – 2013 Academic Year, CETL received 1,423 registrations overall. The following data provide a breakdown of participants who attended workshops, including their professional position and academic unit or university affiliation.

Position	Total Number of Registrations	Number of Individual Registrants
Full-Time Faculty	651	180
Part-Time Faculty	112	45
Special Lecturers	223	61
Visiting Faculty	71	18
School of Medicine Faculty	66	18
Graduate Assistants	31	14
Students	21	15
Academic Researchers	1	1
CE Labor Studies Center Instructors	3	1
Academic Administrators	50	9
Administrative Professionals	78	42
Clerical Techs	10	7
Casual Employees	8	5
Temporary	3	3
Unknown	93	62
Other	2	2

Participants registered from 73 academic units or organizations on campus. The data below indicate workshop participation broken down by academic unity or university affiliation.

Academic Unit or University Affiliation	TOTAL Number of Registrations	Number of Individual Registrants
Academic Human Resources	2	1
Academic Affairs	18	3
Accounting and Finance	6	3
Admissions	5	4
Art and Art History	46	9
Arts and Sciences	18	6
Arts and Sciences Advising	9	4

Biological Sciences	34	8
Business Administration	38	11
Campus Recreation / Aquatics	7	3
Center for Excellence in Teaching and Learning	16	2
Center for International Programs	26	5
Center for Student Activities	5	2
Chemistry	8	6
Classroom Support / Tech Services	2	2
Center for Multicultural Initiatives	2	2
Communication and Journalism	70	23
Computer Science and Engineering	34	8
Counseling	9	5
CSA Student Program Board	1	1
Decision and Information Science	22	5
Disability Support Services	4	2
E-Learning and Instructional Support	8	5
Economics	30	6
Education and Human Services (unspecified)	4	3
Educational Leadership	14	5
Education Resource Laboratory	1	1
Electrical and Computer Engineering	12	6
Engineering and Computer Science	18	6
English	17	8
Eye Research Institute	2	2
Graduate Studies	1	1
Health Sciences	95	21
History	12	7
Human Development and Child Studies	26	11
Human Resource Development	2	1
Industrial and Systems Engineering	10	4
Institutional Research	4	2
Integrative Studies	3	1
Legal Affairs/General Council/Board of Trustees	1	1
Library	32	8
Linguistics	16	8
Management and Marketing	25	11
Mathematics and Statistics	64	15

Mechanical Engineering	65	6
Modern Languages and Literatures	46	19
Music, Theater and Dance	8	6
Nursing	73	23
Office of Government and Community Relations	2	2
Office of Research Administration	2	1
Office of the Senior Associate Provost	4	1
Philosophy	7	3
Physical Therapy	1	1
Physics	15	2
Political Science	29	13
Psychology	10	5
Reading and Language Arts	6	4
Registrar	1	1
School of Medicine	89	29
SEHS Continuing Education	9	3
SEHS Teacher Placement	1	1
Sociology and Anthropology	28	10
Strategic Programs	3	1
Student Life	1	1
Teacher Development and Education Studies	32	8
University Congress HRS Admin Org	3	3
University Housing	2	1
University Technology Services	1	1
Unknown	93	62
UTS Database Applications	3	1
UTS Network Support	1	1
Writing and Rhetoric	106	23
WXOU HRS Admin Org	1	1

APPENDIX E – OAKLAND UNIVERSITY'S INSTRUCTIONAL FAIR – STRATEGIES FOR ENGAGEMENT

Title of Strategy: (give your strategy a name… jigsaw, corners, rubric, etc.)

Type of Strategy: (i.e. in-class active learning, online active learning, assignment, assessment, ice-breaker, online tools, simulation, case-study, etc.)

Purpose, Goal(s) or Learning Outcome(s) for Strategy:

Type of Course: (i.e. undergraduate, lab, capstone, online, F2F, hybrid, etc.)

Typical Number of Students in Course:

Brief Overview of Strategy:

Ease in which strategy could be modified and/or applied to other courses: (easy, moderate, difficult)

Step-by-Step Instructions of Strategy: (list as many steps as required ….1,2,3,)

Additional Comments: (if applicable include reflection, personal comments, results, cautionary tale, etc.)

Resources, Citations, References for Strategy (i.e. where you got your idea from or where others can find more information on this strategy if applicable)

Name of Course in which strategy is implemented:

Faculty/Instructor's Name: Email:

Getting Started: What Every Faculty Wished They Had Learned Before Classes Began
Monday, August 27th, 2012
Oakland Center – Gold Rooms

8:30-9:00   Registration and breakfast

9:00-10:00   Welcome: Teaching and Learning = Learning and Teaching   (Judy Ableser)
                         Group Activity

10:00-11:30   Campus Interactive Tour: Part 1
                                    10:10-10:45   Group 1 (Eileen) – CETL – Judy, Learning Studio – 200A Elliott Hall
                                                        Group 2 (Barb) – Instructional Tech – George, 204 Elliott Hall
                                    10:50-11:25   Group 1 (Eileen) – Instructional Tech – George, 204 Elliott Hall
                                                        Group 2 (Barb) – CETL – Judy, Learning Studio – 200A Elliott Hall

11:30-12:30
                         11:30-11:45   Who Are Our Students and How Do They Learn? (Judy Ableser)
                         11:45- 12:00   Dean of Students
                         12:00-12:30   Student Support Panel – Writing Center, Tutoring/Academic Skills,
                                    Counseling Center, Disability Support Services

12:30-2:10   Lunch with Activity
                         12:30-1:00   Lunch Served
                         1:00-1:30   Faculty Panel
                                    New – Byungwon Woo
                                    New – Erin Meyer
                                    Just-Tenured faculty – Lori Ostergaard
                                    Faculty invites – Jeff Chapman and Lisa Dalton
                         1:30-1:40   Q&A Panel
                         1:40-2:10   Activity – Round-table discussion about teaching facilitated by faculty

2:20-3:25   Campus Interactive Tour: Part 2
                                    2:20-2:50   Group 1 (Eileen) – Library
                                                        Group 2 (Barb) – E-Learning
                                    2:55-3:25   Group 1 (Eileen) – E-Learning
                                                        Group 2 (Barb) – Library

3:30-4:00   Campus Interactive Tour: Part 3
                         Recreation Center + outside walk with partner
                                    3:30-3:50 Tour
                                    3:50-4:00 Walk and Talk with partner

4:00-4:30   Debrief and Wrap-Up

Part-Time New Faculty Workshop
Wednesday, August 29th, 2012 – CETL Learning Studio

5:00-5:30   *Registration and Meal*

5:30-6:30   Welcome – Teaching and Learning, CETL
                     Unique advantages and challenges of part-time instruction
                     Activity

6:30-7:15   Faculty Support- E-Learning, Library, Instructional Technology

7:15-7:30   Break

7:30-8:00   Who Are Our Students and How Do They Learn?

8:00-8:45   Student Support Services – Dean of Students, DDS,
                   Counseling Services, Writing Center, Tutoring Center

8:45-9:00   Wrap-Up

APPENDIX G – CETL TEACHING GRANT

Center for Excellence in Teaching and Learning (CETL)
Proposal for Innovations in Teaching Grant
Applications are due by Friday, March 1st at 5:00 p.m.

(Please note that you are invited to register for a workshop on "writing an effective teaching grant proposal" on Thursday, February 7th at 2:00-3:30 pm. You can register at https://www2.oakland.edu/secure/cetl/scheduler/index.cfm?type=gen.)

Introduction

CETL is pleased to announce a $3,000.00 grant to enhance innovative teaching that focuses on student engagement, active learning, meeting learning outcomes and student success.

Proposals must include innovative approaches to teaching and learning and detail how active teaching and learning 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 equal installments; $1,500 will be provided at the beginning of the grant (summer) and the remaining $1,500 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. 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 project (through E-LIS or department) similar to the proposed project.

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

Eligibility:

Tenure-track, tenured faculty, and full-time teaching instructors (i.e. special instructors, full-time adjunct and visiting professors) 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:

8. **Proposal**- as outlined
    a. Cover page- with signature of chair/dean

b. Proposal- up to 3-5 pages

9. **Proposal acceptance by April**- $1,500 awarded

10. **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.

11. **Course implementation**- Course to be taught between Summer II 2013-Winter 2014

12. **Course evaluation**- how you will assess the impact of "innovations"

13. **Final Report**- submitted **within one semester** following course implementation.-
    a. Length- 3-5 pages
    b. Remaining $1,500 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. Next steps and follow-up

14. **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 is it necessary to develop new instructional approaches? 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 innovative and creative aspects of the project.

3. **Teaching innovation, active learning.** In what ways are these innovative approaches to teaching and learning for you, your department, or your field? Explain how new approaches will be incorporated. Provide pedagogical support.

5. **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.

6. **Evaluation.** Include a proposed assessment plan that will evaluate the effectiveness of the course or project on the quality of student learning resulting from the new approach to teaching developed with this fellowship. 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.

7. **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 <u>not</u> appear on any page of the proposal other than the cover sheet.

Deadlines:
Completed applications are due by 5:00 p.m. on Friday, March 1st.

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) Teaching innovation and use of active learning strategies: the degree to which the approaches are innovative for the individual, the department, or the field, and pedagogically sound; and the degree in which active learning strategies are planned to be implemented.
(20) Potential impact: potential for enhancing student engagement, active learning, meeting learning outcomes and increasing student success.
(20) Evaluation: appropriateness and effectiveness of the proposed evaluation process in assessing the impact of the project on student learning.
(10) Time Commitment: Clear evidence that significant time (beyond the normal course preparation time) will be devoted to planning, implanting and assessing this course.

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CETL

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

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

CETL's mission

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

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Center for Excellence in Teaching and Learning at Oakland University

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

Latin proverb

We encourage you to visit us often online and in person. Please register for all events online.

Please check us out at: oakland.edu/cetl.

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OAKLAND UNIVERSITY

Oakland University

CETL
Center for Excellence in Teaching and Learning

Promoting Student Engagement and Learning through Exemplary Faculty Teaching and Support

oakland.edu/cetl

CETL
Faculty supports and services

FACULTY DEVELOPMENT

- Individual consultations — confidential support for faculty/instructors to address concerns or issues and to advance teaching and learning
- Departmental consultations — developing and implementing new initiatives
- Workshops — regular workshops on a range of innovative practices and effective strategies to support student learning
- Faculty Development Institutes — ongoing training and coaching series for advancing and developing faculty
- New Faculty Orientations
- Mentoring early career/emerging faculty — ongoing individual and cohort support for new/emerging faculty
- Supporting adjunct and part-time lecturers and graduate level students
- Coffee and Conversations — informal discussions on interesting topics
- Faculty Learning Communities — faculty cohort groups that focus on one area of teaching and learning throughout the year
- Instructional fairs — poster session fair of excellence in teaching and learning

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RESOURCES

- Conferences
- Grants, stipends, scholarships
- Library/resources — a lending library of books and resources plus online articles and videos
- Research initiatives

PROMOTING TEACHING AND LEARNING

- Promoting a campus that values teaching and learning — a voice and presence on campus
- Collaboration with Senate Committee on Teaching and Learning
- 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 (SET) forums

Additional information can be found on our website, oakland.edu/cetl, or by contacting CETL Director Judy Ableser at ableser@oakland.edu.

CETL Additional Oakland University faculty supports

E-Learning and Instructional Support: oakland.edu/ellis/, (248) 370-4566

Library: library.oakland.edu/, (248) 370-4426

Research: oakland.edu/research/, (248) 370-2552

Academic Service Learning: oakland.edu/asl, (248) 370-3223

Classroom Instructional Support: oakland.edu/csits/, (248) 370-2461

Academic Human Resources: oakland.edu/ahr, (248) 370-2922

Dean of Students: oakland.edu/deanofstudents/, (248) 370-3352

Disability Support Services: oakland.edu/dss/, (248) 370-3266

The Tutoring Center: oakland.edu/tutoring/, (248) 370-4215

Writing Center: oakland.edu/ouwc/, (248) 370-3120

Security/Police: oakland.edu/police 911 emergency; (248) 370-3331 non-emergency

CETL Center for Excellence in Teaching and Learning

"Let's Reduce Plagiarism and Copyright Problems" workshop

This interactive and engaging workshop is presented by Sherry Wynn Perdue, Director of the OU Writing Center and Julia E. Rodriquez, Faculty Research Support Librarian, Kresge Library

Friday. December 7th

12:00pm - 1:30pm

200A Elliott Hall
(The Learning Studio)

lunch provided

Learn how to recognize plagiarism and develop methods for creating assignments that avoid plagiarism problems. Sherry will:

- Contextualize plagiarism as a reading problem.
- Offer scaffolding activities and tools that will help students appropriately use ideas from outside sources for their own purposes and within their own arguments.

Learn the basics of copyright & fair use as they apply to your teaching (both face-to-face and online). Julia will:

- Prepare you to make informed decisions about your use of copyrighted materials.
- Provide ways for you to assist your students in becoming responsible content creators.

To register visit the CETL website at www.oakland.edu/cetl, click on workshop page.

CETL
200E Elliott Hall
Phone: 248-370-2466
E-mail: cetl@oakland.edu
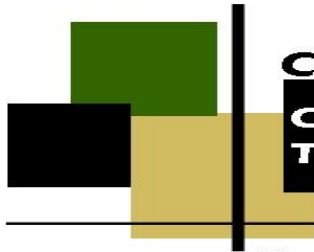
CETL
Center for Excellence in Teaching and Learning

"Who are our Students? How do they Learn? How do we support Learning?" workshop

Who are our Students and how do they Learn?
- How are today's students different than those from past generations?
- Why is it important to know who your students are?
- How do students learn?
- What can we do to facilitate their learning?

Workshop Details:
Friday, September 28th
12:00 PM—1:30 PM
200A Elliott Hall (The Learning Studio
Facilitated by Judy Ableser, CETL Director
Lunch provided

To register visit the CETL website at www.oakland.edu/cetl, click on 'workshop' page

CETL
Center for Excellence in Teaching and Learning
200E Elliott Hall

Phone: 248-370-2466
Fax: 248-370-4106
E-mail: cetl@oakland.edu

APPENDIX K – FACULTY NEEDS ASSESSMENT SURVEY

Demographic Information

1. Years at OU [*Open-ended]*
2. College or School [*Drop-down menu to include: College of Arts and Sciences; OUWB School of Medicine; School of Business Administration; School of Education and Human Services; School of Engineering and Computer Sciences; School of Health Sciences; School of Nursing; Other]*
3. Position held [*Drop-down menu to include: full professor; associate professor; assistant professor; special instructor; visiting professor; part-time instructor; adjunct faculty*

Survey

4. In your opinion, what is the role and purpose of CETL? [*Open-ended]*

5. How have you heard about CETL [*Drop Down*-- Friday Announcements, CETL Brochure, CETL website, E-blasts, word of mouth, other-please specify] [*Check all that apply]*

6. In ways can CETL best provide services to meet your needs as: [*open-ended]*
   a. An individual faculty member?
   b. Your department?
   c. The overall university?

7. Have you utilized any services that the Center for Excellence in Teaching and Learning (CETL) offers? Please NOTE-- put #1 for "yes" and #2 for "no"

8. Which of the following types of Center for Excellence in Teaching and Learning (CETL) sessions or workshops have you attended? [Drop down menu: Individual Workshops, Faculty Development Institutes, New Faculty Workshops, Faculty Learning Communities, Coffee and Conversation, Other (please specify)]

9. Which sessions or workshops were most helpful to you? [Open-ended]

10. What additional types of sessions or workshops would you like to see offered? [*Open-ended*]

11. What other services by the Center for Excellence in Teaching and Learning (CETL) have been provided to you? [Drop down menu: Individual Consultations, Departmental

Consultations, Mentoring, Instructional Fairs, Grants to Attend Conferences, CETL Library and Video Resources, Other (please specify)]

12. What additional services would you like to see the Center for Excellence in Teaching and Learning (CETL) offer? [*Open-ended*]

13. What general days and times in the week are better for you to attend workshops and sessions? Please check all that apply. [*Drop Down--Times: early morning, late morning, mid-day, afternoon, evening; Days: M, T, W, T, F, S*]

14. Would you be interested in attending workshops and sessions that are held off-campus? [*Drop down menu: yes   No*; *If yes, go to #15; if no, skip to #16*]

15. What summer months would be best for workshops and sessions? [Drop down: May, June, July, August (Please check all that apply)]

16. Would you be interested in attending online or "virtual" faculty development workshops, sessions, or conversations? *[Drop-down menu: yes no]*

17. Have you accessed the Center for Excellence in Teaching and Learning (CETL) website? *[Drop-down menu: yes no]*

18. What feedback could you give us regarding the website? [Open-ended]

19. How effective is CETL in publicizing its workshops, sessions, and services? [*Drop-down menu: Very effective; somewhat effective; minimally effective; ineffective]*

20. How do you feel about the frequency with which you receive communication (announcements, e-blasts, etc.) from the Center of Excellence in Teaching and Learning (CETL)? [Drop-down menu: Too frequently, Appropriate frequency, Not frequent enough, other (please specify).

21. How can CETL improve its outreach to the university community?

22. Is there anything else you would like to communicate to the Center for Excellence in Teaching and Learning (CETL)? [Open-ended]