Center for Excellence in Teaching and Learning

SECOND ANNUAL REPORT 2013-2014

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

OAKLAND
UNIVERSITY™

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING
SECOND ANNUAL REPORT – 2013-2014

PART I – CETL Overview

PART II – Faculty Development

PART III – Resources

PART IV – Promoting Teaching and Learning

PART V – Conclusions

PART VI – Appendices

CETL Data

Event Data

New Faculty Programs

Eighth Annual Conference on Teaching and Learning

Virtual Resources

Grants

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.

CETL has now been in full operation for over two years. Ongoing assessment is an essential component of program review and improvement. Last year we engaged in a needs assessment, and this year we conducted a survey on the perceived impact and success of the Center. The results very impressive, with **over 85% of respondents indicating that CETL has created a positive presence on the campus**. Additional questions indicated that respondents feel that their views and teaching practices have changed due to CETL and there is a perception that this has impacted student learning. New faculty indicate that CETL has been very effective in helping them with their transition to the university. All services and programs were rated extremely highly.   In addition to the survey we followed up each workshop and major event with a feedback survey. The overall rating of CETL workshops scored 4.34/5.

In addition to the CETL Survey and Evaluation, the other major highlight this year was organizing and running the Eighth Annual Teaching and Learning Conference held at Oakland on May 14-15 co-sponsored by the University of Windsor. This year's theme was Empowering Students to Learn, and our keynote speakers were John Tagg (*The Learning Paradigm College*) and Stephen Carroll, scholar on metacognitive learning practices. We had participation from over 12 institutions and had to close registration at 220 due to space constraints.

From August 2013 through July 2014, CETL provided 53 confidential consultations to individuals, 7 consultations to departments, 40 workshops, and 11 coffee and conversations. **More than 675 attended the workshops and coffee and conversations, representing 505 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 five new FLCs during 2013. Three Faculty Development Institutes over the course of the year (Mentoring, Scholarship of Teaching and Learning, and Effective Technology in the Classroom). Twenty faculty were sponsored to attend the Lilly Teaching and Learning Conference in Traverse City including nine who presented at the conference. We had to close registration at 220 (an increase from 142 from 2012). **Five Innovations in Teaching Grants were awarded to three full-time and two part-time faculty for a total of $15,000.** In addition, the **Senior Associate Provost funded seven High Impact Practices Grants totally $27,000.**

Some new initiative that were added this year included a virtual presence, including recordings of our workshops (for those that could not attend) and an on-line training program with 6 modules. In addition, we distributed weekly teaching tips and organized a Social Hour once a month. In order to expand our program, we added a part-time Media Manager and part-time Account Assistant. Their support and team work added greatly to the success of the Center's ongoing operations.

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 SECOND ANNUAL REPORT

The purpose of this second annual report is to outline the programs and services that CETL has developed and implemented during the second full year of operations (August 2013 through June 2014). New initiatives will be highlighted, including the first program assessment of CETL based on a campus wide survey. One of the main goals of this report is to provide an initial program evaluation of CETL by summarizing, highlighting and analyzing the results of the CETL survey (and other feedback forms) we implemented this year. For a more in-depth description of programs that were previously developed and implemented, please refer to the First Annual Report published in 2013 at oakland.edu/cetl.

MANDATE

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

1) To support faculty efforts to improve teaching by creating learning environments in which our diverse student body achieves maximal learning potential.

2) To promote a culture throughout the university that values and rewards effective teaching, and respects and supports individual differences among learners.

CETL offers the following supports and services[1]:

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

---

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

- **Learning Communities** – cohort groups comprised of faculty, professional staff and graduate students, that focus on one area of teaching and learning over an 18 month period
- **Virtual Training** – Online Training Modules

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

Promoting Teaching and Learning
- Collaboration with Senate Committee on Teaching and Learning and e-Learning and Instructional Support (e-LIS)
- Recognition of Exemplary Teaching
- Faculty Fellows – Each academic year two exemplary faculty members are awarded this honor to provide support and expertise to the Center
- Students for Excellence in Teaching Forums (SET Forums)
- **Scholarship of Teaching and Learning** – emphasis on turning teaching innovations into evidence-based, circulated scholarship through faculty development institute and online resources.

Focus for 2013-2014 Based on Last Year's NEEDS ASSESSMENT

Based on the Needs Assessment in 2012-2013, we determined to increase our focus on the following, which helped the Center define our second-year goals.

1. Virtual Presence
2. Engagement and Involvement at the Department Level
3. Support for Graduate Students
4. Technology
5. Mentoring and Support for Junior Faculty

GOALS for Second Year of CETL Programs and Services

Based on the needs assessment conducted in 2012-2013, comments from workshop feedback, comments from faculty, instructors, graduate students and students, and reflections from the Center's staff and advisory board, the following goals were established for the 2013-2014 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 University.
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 ACHIEVEMENT of GOALS

1. To continue to expand the existing programs and services of CETL.
   a. Continue ongoing operations of CETL.
      Successfully Achieved – ongoing workshops, coffee and conversations, consultations, faculty development institutes, learning communities, continued to be implemented throughout the year.
   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.
      Successfully Achieved – hired Marian McClellen in August for 19 hours per week to assume all financial accounting responsibilities.
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.

> *Successfully Achieved* – developed, implemented and analyzed CETL survey (see CETL Evaluation section and Appendix 1).

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.

   > *Successfully Achieved* – FDI on SoTL was created and implemented by Dana Driscoll (Faculty Fellow) throughout the year (see report, page 45).

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

   > *Successfully Achieved* – Transformed the Innovations in Teaching Grant to focus on the Scholarship of Teaching and Learning; provided a workshop to introduce SoTL and the grant process.

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

   > *In progress* – University's research goal may be in transition, yet, CETL is enhancing value of teaching and learning by aligning it as a scholarly activity.

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 Manager who will oversee the virtual training, online sessions, social media and website updates.

   > *Successfully Achieved* – Hired Christina Moore in summer of 2013 to work 19 hours per week to oversee marketing and promotions, website, recording of workshops, and virtual training. In addition, Christina created weekly infographic teaching tips, Facebook page, weekly e-blasts and was highly involved in the marketing and promoting of the Eighth Annual Teaching and Learning Conference.

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).

   > *Successfully Achieved* – Implemented two-day Orientation for New Full-Time faculty and evening Orientation for Part Time Faculty, including the development of a New Faculty Handbook and Social Handbook.

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

   > *Successfully Achieved* – Ran New Faculty Breakfast in March

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

> *Successfully Achieved* – Developed and promoted a "Welcome to the Local Area," handbook; created Monthly Social Hour for faculty on the second Thursday of each month 4-6 pm. In the fall we met at Finnegan's on campus, and during the winter met at Bravo! Restaurant across the street.

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

> *Successfully Achieved* – Ran a Faculty Development Institute (FDI) for Mentoring New Faculty meeting once a month.

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

a. To meet with graduate students to identify their needs.

> *Successfully Achieved* – Held a graduate forum in fall to meet with grad students and survey their needs. Then provided workshops in areas they requested including "Transitioning from Grad Student to Faculty" and "Supporting International Graduate Students and Faculty."

b. To collaborate with Graduate Studies on effective programming.

> *Successfully Achieved* – Worked with grad studies on communicating with graduate students to meet their needs.

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

> *On hold* – Met with faculty in School of Education to explore past interest in grad course and review steps and process. Due to transition in SEHS will continue to explore options when new Dean is in place.

d. To begin developing a graduate education course.

> *In progress* – Reviewing options and curriculum.

CETL EVALUATION SURVEY

The Center for Excellence in Teaching and Learning values and models the importance of formative assessment of students, faculty and programs as an essential component for ongoing growth and improvement. We collect feedback after each workshop, as well as feedback from the Orientations and Conference. Last year, as CETL's first full year of operations we conducted a Needs Assessment to determine what programs and services the Oakland Community wanted and how our current services were being utilized. This second year we conducted an Evaluation Survey **to determine the perceived impact of CETL at Oakland University.**

The survey included 23 questions plus open-ended comment sections (demographics, perception of impact, and the value of programs: see Appendix 1E for the responses to each question and the comments received). A Survey Monkey instrument was developed and sent out via email to over 1,000 Oakland faculty, administrators, professional staff and graduate students who are on our e-list during the first week of April. Reminders were sent out at one week intervals for two weeks giving a three-week response time. **Over 110 responses were collected.** The largest response group was from Assistant Professors (24.1%), followed by Associate Professors (23.2%), Special Lecturers (16.1%) and Administrators (13.4%). Almost half of the respondents were from the College of Arts and Science (47.1%) and 2/3 (66.7%) of the respondents were female. The majority of the respondents have utilized CETL's programs and services frequently (more than 5 times).

Overall, the responses (ratings and comments) received were exceptionally positive in all categories. Most notably was that **85.6% stated that CETL has created a positive presence and 81.8% stated that it has had a positive impact on the Oakland University campus in the two years of full operations.**

"Absolutely there is a positive presence, it is a great resource for faculty and provides a good venue for the exchange of ideas across disciplines."

"Just having a center makes teaching more visible, before we had CETL we had no way of encouraging good teaching."

"Faculty are coming together to consider important aspects of teaching and learning."

The survey asked three questions pertaining to the perceived impact that CETL has had on faculty's views on teaching and learning, teaching practice and student learning. 83.7% reported that CETL has had a positive impact on their views on teaching and learning, 73.7% said it has had a positive impact on their teaching (15.2% said no impact on their teaching) and **74.7% said the change in their teaching has impacted their students' learning.**

It is more difficult to ascertain the true impact on student learning as there are many intervening variables, but as one faculty member said "if it impacts the instructor's performance, it should then impact the students as well."

CETL provides support to faculty through the new faculty orientation, mentoring and 1:1 consultations. When asked about their transition to Oakland, 80% said the support has

> *"I understand my teaching better and now give particular thought instead of blindly assuming I'm being effective."*

> *"They have assured me that I am on the right track and not alone."*

> *"More student engagement and more active learning."*

very helpful or somewhat helpful with their transition, 42.4% said that the mentoring, consultations and financial support has been helpful while 56.6% said they have not accessed those services. Comments included "I love the support, encouragement and mentoring," "I sing the praises of the unit to everyone I talk to."

The survey asked about the types of communication (e-blasts) and virtual training. We wanted to know if the weekly e-blast scheduler is a better way to communicate than frequent e-blasts for each event. 75% stated that they prefer the Weekly Scheduler along with the Friday Announcements. Half of the respondents have not accessed the virtual training or on-line resources. Of those who have, almost all have found them helpful (96%).

The final rating question asked the rate the services and programs that CETL offers. Workshops, coffee and conversations, handbooks and other resources, PowerPoints, consultations, mentoring, conferences, grants, social hour, new faculty program, website, and instructional fair all scored over 80% as "very helpful" or "helpful" when the "non-applicable" category was removed.

The survey asked what programs might we discontinue and the responses indicated that we should continue all of them. In response to "What other services should CETL provide?" it was suggested to bring in outside speakers, provide more training to graduate students, and work directly with departments.

In conclusion, CETL is delighted with the responses and comments reported in the survey. One of the main goals for the first years of the program is to create a positive presence on campus and increase the value of teaching and learning. We feel that the programs and services we have been providing have been well-received and utilized. This survey will help us plan for the future by continuing to offer services that are valued and provide additional resources such as recommended in the above comments.

STAFF

The Center is staffed with a full-time director and a full-time assistant. This year we added a part-time Media Manager and a part-time Accounting Clerk, who each contribute 19-hour work weeks. In addition, we have two part-time Faculty Fellows who contribute approximately eight hours a week (see section on Faculty Fellows, page 45).

The Director reports to the Provost's Office.

Judith Ableser, Ph.D, is the **Director for the Center for Excellence in Teaching and Learning**. She is passionate about teaching and learning and working with faculty. Her Ph.D is in Curriculum and Instruction from Wayne State University. She is a tenured Associate Professor in the School of Education and Human Services. Prior to coming to OU in December 2011, she was an associate professor at the University of Michigan-Flint and served as the Director of Graduate Programs in Education and as Coordinator of the Master of Arts in Special Education. She was an assistant professor at the University of Windsor before working at UM-Flint. Dr. Ableser's area of expertise, research and teaching focuses on exemplary teaching and learning practices from preschool through graduate school.

You can reach Judy at:
(248) 370-2455
ableser@oakland.edu

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

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

Part-Time Staff

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

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

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

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

Faculty Fellows

In order to sustain a truly faculty-driven foundation for teaching and learning excellence at Oakland University, the Center for Excellence in Teaching and Learning enlists two full-time faculty to help the Center progress in its services to faculty by facilitating Faculty Development Institutes, collaborating in event planning, and collecting and assessing data integral to CETL's annual report. Faculty Fellows receive one course release for the fall semester and one for winter in exchange for support to CETL on average of eight hours a week during the academic year.

Chris Kobus is the Director for Outreach and Recruitment for the School of Engineering and Computer Science at Oakland University and Associate Professor. He taught his first class at OU in 1995, and has since taught 16 different courses. Dr. Kobus has been very resourceful in obtaining funding for his teaching that includes K-12 Summer STEM Camps that he organizes, to new courses and programs in SECS such as those in alternative energy, to tech demos and others. Dr. Kobus won the Best Overall Paper Award at the 2001 American Society of Engineering Education (ASEE) North Central Section Annual Conference, the 2013 SECS Outstanding Faculty Award for Service, was recognized on Founder's Day in 2012 for Teaching and Service, and won the Dr. Wilbert J. McKeachie International Poster Prize for the best poster at the Seventh Annual OU-Windsor Conference on Teaching and Learning in 2013.

Dr. Dana Lynn Driscoll is an Assistant Professor in the Department of Writing and Rhetoric, where she teaches courses in peer tutoring, global rhetoric, first-year writing, literacy and technology, and research methods. She has also taught in OU's Bachelor of Liberal Studies program. Dana's research focuses on understanding transfer of learning, or students' ability to take skills and knowledge they've learned in university courses and adapt that learning to a wide variety of circumstances. Using mixed methods, longitudinal, and multi-institutional approaches, she has investigated the role of student attitudes and dispositions, metacognitive awareness, and reflective writing on transfer. Her secondary research interests are in research methodology, the scholarship of teaching and learning, writing centers, and writing assessment. Her work has been published in *Across the Disciplines*, *The Journal of Teaching Writing*, *Writing Program Administration*, *The Writing Center Journal* and she frequently presents at regional, national, and international conferences.
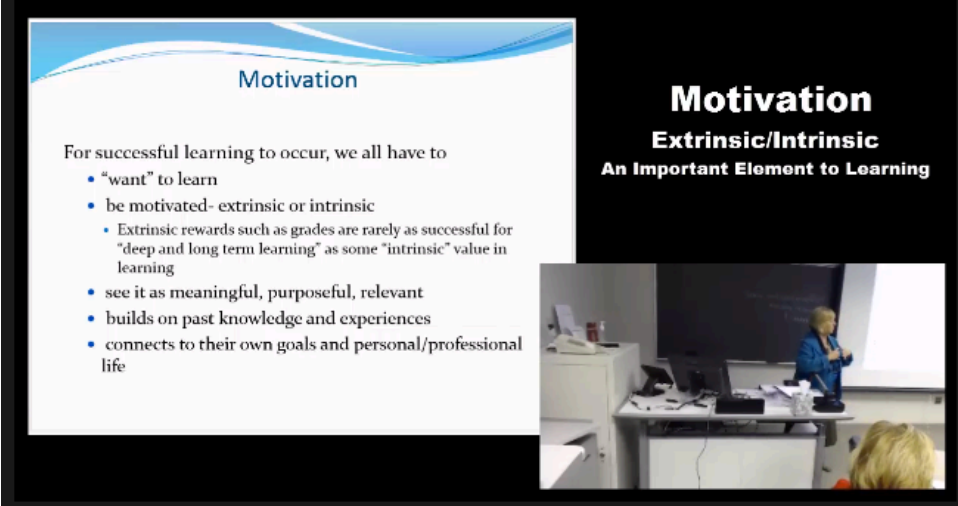
PART II – FACULTY DEVELOPMENT

NEW INITIATIVES

1. Virtual Training

As a way to reach out to faculty and staff who are unable to attend day-time sessions, particularly part-time faculty who may work full-time off campus, we felt it was important to create a virtual presence for workshops, training and resources. In August 2013, we hired Christina Moore as a part-time Media Manager to oversee all virtual training and all marketing for CETL.

Beginning in the fall semester, we have recorded each of our workshops and posted them on our website. Participants have to log in to access and view the recordings. We have used Panopto to capture the PowerPoints or other presentation formats, along with video and audio recording. The link to these recordings are placed on our workshop page and also under Virtual Faculty Development page.

Learning to Learn Workshop, held in the Learning Studio on June 4, 2014 for faculty, staff and students who work with first-year students.

CETL researched more than 10 different online faculty training programs. Many of them were very expensive and required a yearly license of up to $20,000. The Ontario Institute for Studies in Education offered a five-module program for $2,000.00. The program is purchased outright and can be easily accessed and used through the Moodle management system. We determined that this program would best fit our needs.

The program includes the following modules:

- Planning for Learning
- Integrating Online Technology for Learning
- Assessing for Learning
- Teaching for Learning
- Exploring for Learning

Online learning modules available to OU faculty.

Each module includes numerous links, resources and video clips. A participant handbook for each module is included. The modules are self-paced and participants can select which components they wish to use. In addition, we have provided Oakland University links to each module (such as PowerPoints, articles, recordings that we use on campus). We have placed them in e-Space so that only Oakland University faculty can access the actual modules.

As of June 2014, approximately **115 faculty/staff have accessed all the virtual recordings and training modules. Eighty different individuals have watched different recordings and 17 different faculty have logged in and used the training modules.** In the CETL survey, 47.4% (46 respondents) stated that they have used the virtual resources and have found them helpful. Only 2.1% (2 respondents) said they have used them but have not found them helpful. The remaining 50.5% of respondents (49) had not accessed any virtual resources.

2. Social Connections

A number of faculty had indicated that they would like to have an opportunity to interact with other faculty on a social level. Oakland University does not have a faculty club or faculty lounge for such informal connections. For the past number of years, a group of junior faculty (initially organized by Jeff Chapman) met at a bar each Friday evening. CETL wanted to expand on that to include all faculty in a restaurant setting.   We organized a monthly Social Hour, the second Thursday of every month 4:00-6:00 p.m. at a local restaurant for faculty to simple gather and socialize. We had originally thought of offering it

every other month at lunch time to accommodate faculty who could not stay in the evening, but realized that it would be too difficult to give up and find another parking space in the middle of the day. During the fall semester we met at Finnegan's in the Steve Sharf Clubhouse on campus. During the winter, when the golf club was closed, we met across the street at the Village of Rochester at Bravo. Each person was responsible for their own costs, although we worked with the restaurant each month to offer a special.

During the fall, we had between 15-25 faculty (with more than 35 at the Holiday Social Hour) join us each month. In the winter the numbers were lower (5-15). This could have been due to the difficult weather and early darkness. Although we did not collect any registration or formal feedback, we had very positive comments from those who joined us including "how great it was to interact with people across disciplines in an informal setting" and "how this actually provided an opportunity to collaborate with others in future research and projects."

3. **Weekly Teaching Tips**

This year the Media Manager created a Weekly Teaching Tips series and sent them out to the 143 individuals who registered for them. These teaching tips came from a range of sources including strategies from last year's Instructional Fair, from other faculty and from a writing consortium that CETL contributes to and is involved with. Each Weekly Teaching Tip was created as an infographic representation (see below). Once received, the faculty could "click" on the picture and be taken to the descriptive narrative of the teaching strategy or idea. Each Weekly Teaching Tip is posted and stored on our website. Examples of tips that were highlighted this past year include strategies on peer teaching, engaging large classrooms, testing as a mode for learning, and reading difficult tests. The Teaching Tips can be found at **oakland.edu/teachingtips**

Preparing for the Semester: SWOT Analysis

Found Metaphors: A Strategy of Applied Creative Thinking

Found Metaphors
A Strategy of Applied Creative Thinking

Locating on-campus objects → that relate back to → Fundamental concepts in your course content
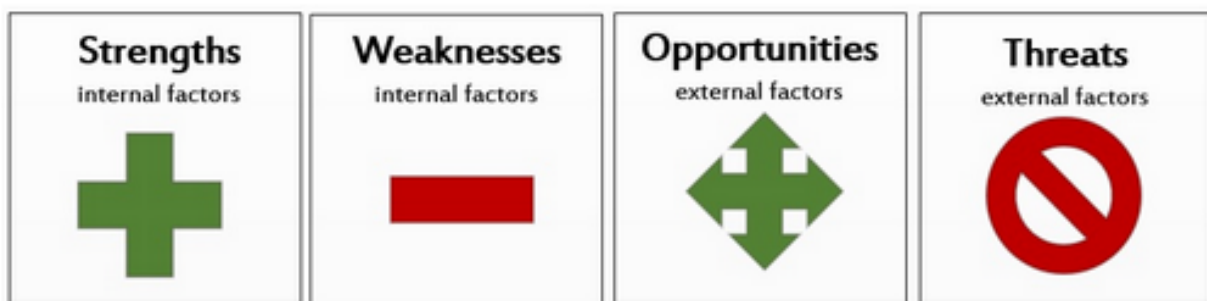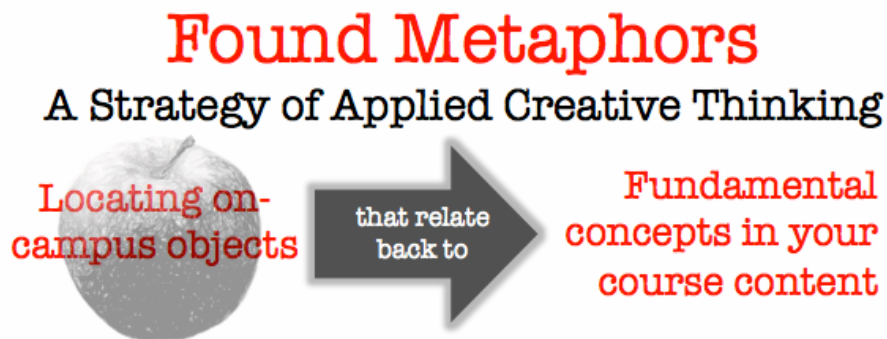
Appendix 14 has a complete example of a Weekly Teaching Tip with the infographic and the descriptive narrative.

4. **SoTL – Scholarship of Teaching and Learning**

   As outlined through this report, the way in which CETL promoted the Scholarship of Teaching and Learning this year was through a year-long Faculty Development Institute on SoTL and an emphasis in the Innovations in Teaching Grant on a scholarly application of examining one's own teaching innovation.

5. **Faculty Development Consortium**

   At this past year's Lilly Conference, the CETL Director attended a session with other faculty developers from the region. She then contacted them to create a regional consortium of directors and invited them to a day-long retreat at OU. In February, approximately 18 developers from 11 institutions came together to network, share innovations and brainstorm challenges. This opportunity was followed up with a two-day summit held in East Lansing in May, organized by some of those faculty developers. The experience of networking with others in the field is reinvigorating and validating. We hope to continue this type of networking over the coming years.

6. **Partnership with e-LIS**

   This year the partnership between CETL and e-LIS (e-Learning and Instructional Support) continued to develop in a more structured and focused way. We met together as a team to plan out some collaborative workshops and to share ideas. The workshops that we jointly provided included Moodle for Non-Moodle Users and Effective Online Teaching. We co-hosted a workshop on creating instructional videos with Camtasia, software that creates quality interactive videos that also feature quizzing that can be integrated into Moodle, our learning management system. In addition, the Faculty Development Institute on Effective Teaching with Technology partnered with e-LIS in a variety of ways. We look forward to working together as e-LIS develops more tools and training to ensure quality online instruction.

7. Chairs Forum

Each semester this past year, CETL offered a Chairs Forum for department chairs to get together to share and discuss issues pertaining to teaching and learning. Unfortunately, the winter session had to be cancelled due to weather complications. We hope to continue to offer additional sessions in the future and develop workshops/guest speakers that can help and support the work of chairs.

8. Graduate Students Forums

During the fall semester, we provided a Graduate Student Forum in the evening to meet and greet graduate students and address areas in which they would like specific workshops. From their feedback we provided a workshop on Transitioning from Grad Student to Faculty and a session in the winter on International Students and Faculty. A goal for this coming year is to provide a five-part series aimed for graduate assistants and graduate students who want to become faculty. The long term goal is to develop and offer a credit-bearing graduate course in Teaching in Higher Education.

International Graduate Students Forum

Come and meet with other international graduate students and international faculty.

Share experiences and stories of being an international graduate student and transitioning to a faculty role.

Tuesday, March 11, 2014
5:00-6:30 p.m.

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

Register at
oakland.edu/cetl
by clicking on **Workshops**

Special forum offered for international graduate students.

9. Working with Provost's Office on Best Practices in Evaluations of Teaching

The Provost, James Lentini, is interested in revising the structure, process and format of course evaluations on campus. This is a long-term initiative that will be led out of the Provost's Office. CETL is involved in doing research on best practices and offering recommendations. We look forward to providing support, and engaging in conversations with key stakeholders in this over the coming year.

HIGHLIGHTS

1. CETL Evaluation
2. Eighth Annual Conference on Teaching and Learning

Consultations

Individual

This past year, there were 53 individual consultations (an increase of 11 from the previous year-42 in 2012-2013). This list does not include the individual consultations conducted with participants in the Mentoring of Emerging Faculty (FDI).

The following list represents a breakdown of the targeted issues discussed:

Consultation Request	Count		Rank	
Review of teaching practices – concerns with teaching evaluations or other elements of their teaching	12		Part-Time Faculty	12
Syllabus development	7		Special Lecturer	8
Grant and proposals	6		Assistant Professor	22
Dealing with students	5		Associate Professor	6
Course design	5		Full Professor	1
Teaching approach/strategies	4		Other	4
Professional skills (i.e. time management, organization)	4			
Department dynamics	4		**Total**	**53**
Assignments/rubric development	3			
Reflecting on Teaching	3			
Total	**53**			

In addition to these 53 separate consultations, there were six instances involving reviews of teaching or syllabus development, where the faculty returned for several follow-up sessions.

What is of particular interest is that although the vast majority of faculty requested a consultation to discuss an issue relating to their teaching, a significant amount also wanted to address personal or departmental concerns. There were two instances that I offered referrals to counseling or other supports. This suggests that faculty need a place to share their concerns and frustrations and that CETL appears to be a safe environment for them to do so. As in the

past, it is made clear to the chairs, department heads and faculty that all conversations are kept confidential.

Departmental Consultations

This past year CETL provided seven departmental consultations (compared to five from the previous years).

Issue	
Course Evaluation Revision	2
Departmental Dynamics	2
Teaching and Learning	1
Concerns with Individual Faculty	1
Learning Environment	1
Total	**7**

An initiative for the coming year is to work more with departments and develop sessions and support aimed at their individual needs. In addition, the Provost would like CETL to provide research and direction into best practices on "evaluation of teaching."

Workshops

During fall 2013 CETL offered 20 workshops (plus one cancelled due to a time conflict), 15 in winter 2014 (plus two cancelled sessions), and six in summer 2014. This year we worked with the team who organized the WISE Grant (Women in Science and Engineering), who offered four successful workshops for STEM faculty.

This year we had **a total 678 attend our sessions, representing 284 different faculty** attend our workshops and coffee and conversations. (Appendix 2 lists the breakdown of faculty by rank and by discipline.) The data indicates that a significant amount of faculty are new or emerging assistant professors (96/284), however, faculty from all ranks are well-represented. The College (CAS) represented the most amount of participants which was anticipated since it is the largest unit on campus. See Appendix 3.

This year's Mini-Lilly sessions included seven different presentations and were better attended than the previous year. However, we cancelled this year's Instructional Fair due to low enrollment. Last year, the Instructional Fair was one of our most successful events. The attendance and feedback were excellent. We are not sure what the problem was this year. There are three possible reasons that we can think of that it did not materialize this year. It could have been due to the harsh winter weather, or perhaps because we were hosting the Teaching and Learning Conference in the spring, or perhaps it was due to the fact that we sent out Weekly Teaching Tips this year and faculty felt that they received ample teaching strategies that way. We will explore it for next year and determine if it can be successfully implemented again.

This past year we focused on creating stronger partnerships with e-LIS and offered some collaborative sessions including "Moodle for Non-Moodle Users," "Instructional Videos with Camtasia," and "Effective Online Teaching." As e-LIS is developing training to ensure that their online teaching reflects best practices and researched-based pedagogy, we hope to continue this partnership.

In addition, it is our goal to reach out to the broader university community, including our professional staff, student support services and advisers to ensure that we are all working towards student success. One way in which we have done this is to change or Faculty Learning Communities to Oakland University Learning Communities (see section on Learning Communities). Another initiative is to provide workshops aimed at professional staff and invite them to all our workshops. This summer workshops were offered to Advisors, COM 101 instructors and Bridge Ambassadors.

The feedback on our workshops continues to suggest that we are meeting the needs and interests of our faculty. The ratings of workshops continue to range between 4 and 5 overall (5 being Most Valuable, 1 being Least Valuable) with the average overall score at 4.3/5. See Appendix 4.   We create new workshops based on suggestions that faculty provide. Faculty, however, still continue to request Moodle training which suggests they are not aware of the differences between e-LIS and CETL.

Fall 2013 CETL Workshops

Title	Nuts & Bolts	Date	Facilitator
Faculty Development Institute (FDI) – Orientation – Using Technology for Effective Teaching		Tues. Sept. 9	Chris Kobus
FDI – Orientation – Scholarship of Teaching and Learning		Wed. Sept. 10	Dana Driscoll
FDI – Orientation – Mentoring for Emerging Faculty	**	Mon. Sept. 16	Judy Ableser
Less Teaching = More Learning	**	Tues. Sept. 24	Judy Ableser
Avoiding Plagiarism		Mon. Sept. 30	Sherry Wynn-Perdue
Who Are Our Students, and How Do They Learn?	**	Thurs. Oct. 3	Judy Ableser
Mentoring in the STEM Fields		Wed. Oct. 9	Laila Guessous
Constructive Alignment	**	Tues. Oct. 15	Judy Ableser
Student Success: High Impact Practices	**	Wed. Oct. 23	Judy Ableser
Authentic Assessment, Rubrics and Grading	**	Tues. Oct. 29	Judy Ableser
I Thought I Was Here to Teach: No One Told Me I Would Be Dealing With Problem Behaviors	**	Mon. Nov. 4	Judy Ableser
Reporting Behavior Problems and Emergency Preparedness CANCELED		Tues. Nov. 12	Karen Lloyd & Sam Lucido
Faculty Learning Community Update and How to Facilitate a FLC		Thurs. Nov. 14	Judy Ableser
Teaching Excellence Winners		Mon. Nov. 18	Barb Oakley & Mark Doman
Active Shooter on Campus		Wed. Nov. 20	Mark Gordon
Creating an Effective Syllabus	**	Thurs. Nov. 21	Judy Ableser
Balancing Teaching and Research in STEM		Mon. Nov. 25	Laila Guessous
Moodle for Non-Moodle Users		Thurs. Dec. 5	Shaun Moore

Winter 2014 CETL Workshops

Title	Date	Facilitator
Empowering Students to Learn	Mon. Jan. 13	Judith Ableser
New York Times in the Classroom CANCELED	Wed. Jan. 15	Mike Mooney
Lessons Learned from the ENGAGE Program: Effective Tips to Improve Faculty-Student Interactions	Thur. Jan. 23	Laila Guessous
Active Learning in the Large Classroom **	Wed. Jan. 29	Eileen Johnson
Mini-Lilly – Take 2 – 12:00 pm – 5:00 pm *Choose from five 50-minute sessions.*	Thur. Jan. 30	5 Presenters
Effective PowerPoints **	Tues. Feb. 4	Dana Driscoll
Student Voice: Learning from our Students	Tues. Feb. 11	Student Panel
Online Learning and MOOCs: Understanding the New Normal	Thur. Feb. 13	Barbara Oakley
Mentoring Undergraduates and Graduate Students in STEM Research	Tues. Feb. 18	Laila Guessous
Transfer of Learning CANCELED	Tues. Mar. 4	Dana Driscoll
Writing an Innovations in Teaching Grant	Thur. Mar. 6	Judith Ableser
Effective Lesson Planning **	Mon. Mar. 17	Judith Ableser
Power and Gender in the Classroom	Thur. Mar. 20	Kellie Hay & Karen Miller
Instructional Fair *2:00 pm – 4:00 pm (Banquet Room B in OC)* CANCELED	Wed. Mar. 26	Multiple Presenters
Balancing STEM Academic Careers and Life Demands	Mon. April 7	Laila Guessous
Faculty Development Institutes Update	Thur. April 17	Judith Ableser
Informal Conversation with David & Kristin Finch: College Life with Asperger's	Thur. April 24	David & Kristin Finch

2014 Summer 1 CETL Workshops

Title	Date	Facilitator
Developing an Effective Syllabus	Thurs. May 22	Judith Ableser
Effective Teaching Online	Wed. May 28	John Coughlin Nic Bongers Shaun Moore
Learning to Learn Strategies for Advisors and First Year Instructors: Supporting Freshmen and Struggling Students	Wed. June 4	Judy Ableser
The Active Shooter on Campus	Thurs. June 12	Chief Mark Gordon

Coffee and Conversations

CETL continued to provide informal opportunities for faculty to get together to share their stories, experiences or concerns based on a theme/topic. The 2013-2014 topics are listed below.

Fall 2013 Coffee and Conversations

Title	Date	Facilitator
Graduate Student Forum **(5:00 p.m. – 6:30 p.m.)**	Thurs. Sept. 19	Judy Ableser
Sharing Effective Teaching Tips	Wed. Sept. 25	Judy Ableser
Chairs Forum	Mon. Oct. 7	Judy Ableser
Supporting Veterans (and Their Families) in the Classroom	Thurs. Oct. 24	Judy Ableser
What Do I Do When My Student Does…?	Thurs. Nov. 5	Judy Ableser
How Can We Strive for Teaching Excellence with an Increased Research Focus?	Wed. Nov. 13	Judy Ableser
Tips on Dissertation Advising	Tues. Dec. 3	Judy Ableser

Winter 2014 Coffee and Conversations

Title	Date	Facilitator
Power and Gender in the Classroom	Thurs. Jan. 16	Jo Reger
Chairs Forum	Mon. Jan. 27	Judith Ableser
Grappling with Students Who Say "Just Tell Me What I Need to Know for the Test"	Mon. Feb. 3	Judith Ableser
International Faculty – Successes and Challenges	Wed. Feb. 12	Judith Ableser
Graduate Students **(5:00 – 6:30 p.m.)**	Tues. Mar. 11	Judith Ableser
Sharing Tips for Tenure	Mon. Mar. 31	Judith Ableser
Reflective Practice – Looking at Our Teaching	Tues. April 8	Judith Ableser

Faculty Development Institutes

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

1. Scholarship of Teaching and Learning (Dana Driscoll) – 8 regular participants
2. Technology for Effective Teaching (Chris Kobus) – 6 regular participants
3. Mentoring for Emerging Faculty (Judy Ableser) – 12 regular participants

During the fall semester each FDI met approximately every 3-4 weeks for workshop/presentation style sessions. During the winter, Dana worked individually with her participants on their SoTL projects. SoTL will continue to be a focus at CETL over the coming year with resources and links available on our website. The Mentoring group continued to meet regularly during the winter and 1:1 mentoring was also provided.

Faculty Learning Communities

For the past number of years, Oakland University has offered Faculty Learning Communities comprising of cross-disciplinary groups (6-15 members) of faculty 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. The groups formed in the winter of each year and ran until the following January. Each group is provided with $1,500 to purchase materials and resources (transferred to the facilitator's department). Any remaining money is transferred back to CETL at the completion of the program.

CETL, with the support of the Advisory Board, revised the membership for these groups to include professional staff and graduate students with the goal of increasing campus wide partnerships between faculty and student support services to enhance student success. We renamed the Faculty Learning Communities to OU Learning Communities to encourage campus-wide inclusivity.

Based on input from previous facilitators, it was decided that we would change the timing of future Learning Communities and have them form in the fall and run for one academic year. In order to do this in the future, we are running this year's LC for 18 months (January 2014-August 2015) so that we will be on the new schedule.

2014-2015 LEARNING COMMUNITIES

MOOCs IN THE CLASSROOM

Facilitator: Greg Allar, International Programs
- Explore the possibilities of incorporating Massive Open Online Course (MOOC) design into courses to improve teaching and learning.
- Share insight gained on MOOCs with the university community.

CAMPUS RETENTION AND ENGAGEMENT

Facilitator: Karen Miller, History
- Examine efforts by other universities to improve the retention of first generation college students.
- Collect information regarding first generation college students at Oakland University.
- Suggest initiatives to improve OU's retention rates of this student population.

DIGITAL HUMANITIES IN THE CLASSROOM

Facilitator: Dominique Daniel, Library
- Learn about the history and development of digital humanities and current directions relating to their field.
- Review examples of how digital humanities research and scholarship is being applied in classrooms.
- Create a plan of action for implementing digital humanities tools in classrooms and research.

ETHICS INTEGRATION ACROSS THE DISCIPLINES

Facilitator: Mark Rigstad, Philosophy
- Consider how we can integrate ethics across the curriculum at Oakland University.
- Form interdisciplinary ideas and works that will help implement greater, more in depth and effective ethics training for our students.
- Begin to forge a center for ethics across the curriculum.

SUPERVISING GRADUATE RESEARCH

Facilitator: Eileen Johnson, Educational Leadership
- Share knowledge regarding supervision of graduate student research among novice and seasoned faculty.
- Explore current trends in graduate research programs and effective supervision.
- Increase awareness of graduate programs and increase opportunities for student-faculty collaboration.

This Year's Faculty Learning Communities included:

1. 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 (Decision and Information Sciences)
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)

Albert Meehan, provide the following highlights from his about his **SurPriSe Faculty Learning Community:**

- *One of our graduate student members, Robin Michel successfully completed and defended her Ph.D. in Educational Leadership in Summer 2013. Her dissertation is titled: "The Relationship between Core Values, Culture, and Leadership Frames within the formation of Closed Circuit Television Policies on College Campuses."*

- *Professors Wiggins (and FLC member) and myself were on the dissertation committee. The successful defense was a moment of pride for many of our FLC members. Dr. Michel was an original member of SurPriSe and her last year of graduate studies was funded by a full graduate assistantship from my department.*

- *Dr. Michel also published an article about our FLC. It can be found here:*
  http://www.academicleadership.org/michelsp14/

> **SurPriSe**
> **FLC Accomplishments**
> - Dissertation completed and defended
> - Three articles published
> - Honors College class developed
> - Conference proposal accepted

- *3) In Winter 2014, Professors Lauer and Meehan brought much of what has been developed in SurPriSe these past years to teaching an Honors College class on "Privacy and Surveillance." The idea behind this jointly taught class began during 2013 with the call for Honor's College course proposals. Student evaluations from the class were quite enthusiastic. The class utilized a number of the reading materials read by our FLC (e.g., Helen Nissenbaum, David Lyons) over the past several years.*

- *Finally, several faculty members published articles and/or conducted presentations to professional associations on topics related to SurPriSe. Diane Hartmus (political science) wrote an article comparing CCTV policies and law in four countries that was published in the International Journal of Public Administration. Diane and Mark Rigstad (philosophy) have also collaborated on a paper titled the "Impotency of Surveillance" which examines gender*

differences in the experience of surveillance. Thomas Lauer (MIS), Jay Meehan, Ray Liedka and Robin Michel had a paper accepted (which Lauer presented) at the 6th Biannual Conference of the Surveillance Studies Network in Barcelona, Spain.

The following reflection by Jennifer Eastwood summarizes her **Connecting Learning Theory to Practice and Scholarship FLC**:

This FLC had many positive impacts on the on members. We deepened our knowledge of learning theory through many rich discussions. Having an interdisciplinary group with varying levels of expertise in educational theory and research, we learned a great deal from one another. We were able to apply what we were learning to our own teaching experiences and curriculum, discuss how it went, and make suggestions for improvement. We also reflected on ways in which we could change our teaching to be more consistent with evidence. In addition, we discussed how learning theory was reflected in techniques we already used in our teaching. In this way, we were able to better understand why learning formats that encouraged evaluation of ideas and explanation of concepts, such as Team Based Learning and flipped classrooms seemed to be very effective for retention of learning.

Through our reading and discussions, we were also able to narrow our interests to specific areas of learning theory that could inform specific projects on teaching and learning. FLC members developed relationships and some are beginning collaborative projects. For example, two group members have developed a web-based system to provide real-time immediate feedback for questions in a large class setting. Others have developed new ideas for teaching, such as using more case discussions in class.

Enrollment in Learning Communities

2013 Faculty Learning Communities	
Enhancing Student Performance in the Psychomotor Domain	3
SurPrise: An Interdisciplinary FLC - Surveillance, Privacy & Security	7
Grasp - Grizzly Response: Awareness & Suicide Prevention	5
Connecting Learning Theory to Practice & Scholarship	14
Integration of Arts and Sciences	9
Campus Engagement and Retention	7
Total	**45**
2014-15 Learning Communities	
Digital Humanities in the Classroom	4
Ethics Integration Across the Disciplines	30
MOOCs in the Classroom	3
Campus Retention and Engagement	4
Supervising Graduate Research	2
Total	**43**

NEW FACULTY PROGRAMS

New Faculty Orientation

This past year, CETL took over the responsibilities of the New Faculty Orientations on behalf of the Provost's Office and Academic Affairs. All planning, organization and implementation was completed through the CETL office.

- **New Faculty Orientation** – Thursday, August 22, 8:30-4:30 p.m.
- **New Faculty Teaching and Learning Workshop** – Monday, August 26′ 8:30-4:30 p.m.

We had 42 new faculty attend the Orientation and 35 attend the workshop.

New Faculty by School/College at Orientation

School	# of New Faculty
CAS	17
SON	2
SBA	9
SECS	4
SEHS	4
SHS	3
SOM	3
TOTAL:	42

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

See Appendix 5 and 6 for orientation and workshop agendas.

Handbooks

Some new initiatives were instituted including

New Faculty Handbook – detailed handbook that gave faculty the most important resources they would need to work and thrive in the Oakland University community, from Faculty and Student Services to the logistics of the Registrar and parking.
Posted on our website and can be found at **oakland.edu/cetl** under **Handbooks.**

Social Guide – A collection of faculty's recommendations for restaurants, shopping, local activities, entertainment, plus cultural and social events on campus.
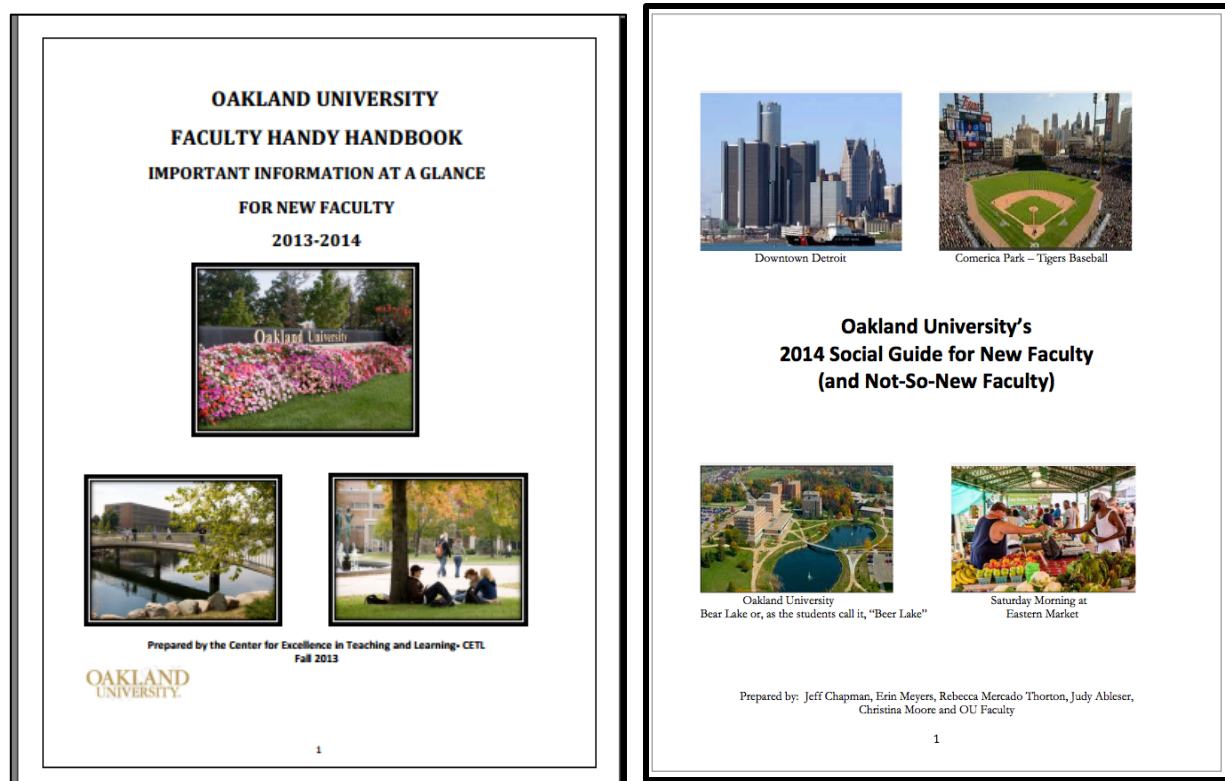
- Informal Round Table conversations between deans and their faculty
- Panel of Faculty- 1st year faculty, newly tenured, wise full professor to share their insights advice and experience

Faculty feedback was extremely positive with an overall rating for the Orientation sessions at 4.4/5. Feedback from the New Faculty Orientations can be found in Appendix 7.

New Part-Time Teaching and Learning Workshop

On Tuesday, August 27 from 5:00-9:00 CETL provided the Second Annual Part-Time Faculty Orientation with 29 faculty/instructors attending. The format was very similar to the previous year. The agenda can be found Part-Time Feedback in Appendix 8 and 9.

New Faculty Breakfast

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

In addition to hearing feedback from the faculty during the morning, a feedback survey was sent to each attending. The results can be found in Appendix 10

HIGHLIGHTS

1. What have been your highlights in your first year at Oakland University?			
SUPPORT	SCIENTIFIC COLLABORATION	STUDENTS	
RESOURCES	ENVIRONMENT	PROFESSIONAL DEVELOPMENT	RESEARCH and SERVICE

2. What have been some of your challenges?				
WEATHER	TECHNOLOGY	STUDENTS	RESEARCH and SERVICE	SUPPORT

3. Who has offered you support as you transition to OU as faculty?				
DEPARTMENT	DEAN'S OFFICE	CETL	UNIVERSITY	ORIENTATION

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

PART III – RESOURCES

CONFERENCES

Eighth Annual Conference on Teaching and Learning
University of Windsor and Oakland University

One of CETL's major tasks this year was organizing the Eighth Annual Teaching and Learning Conference. For the past eight years, Oakland University and the University of Windsor have co-sponsored a teaching and learning conference, alternating between campuses each year. On May 14 and 15, Oakland University hosted this year's conference entitled **Empowering Students to Learn.**

This conference theme moves us from teacher-focused instruction to student-focused learning. *The Learning Paradigm College*, conference keynote speaker John Tagg shifts the teaching mission from "instruction" toward the goal of "successful student learning for every student." And indeed, one primary mission of higher education is to educate and empower students for a variety of contexts including the professional, personal, educational, and civic. But how do we know we are achieving that goal? How do we know college isn't just a "hoop for jumping through" (to quote Tagg) but a meaningful, engaging experience?

The Eighth Annual Conference on Teaching and Learning offered **more than 60 interactive workshops and 24 poster presentations**, along with our keynote speakers. This year, we also encouraged participant collaboration and involvement with small-group discussions and round-tables. We explored the following questions through three separate tracks:

- How and what students learn?
- What pedagogies empower student learning?
- How can we assess learning?

We used technology this year included to record the keynotes and presentations and posting them on our website, and communicate during the conference via Twitter. Additional innovations included creating a workbook of activities to enhance the conference experience and holding "open conversations" on each track (allowing participants to share their experiences and expertise) and open follow-up sessions with each of the keynote presenters.

Participation

The attendance this year far surpassed our previous years at Oakland University.   In 2012 when it was last at Oakland University, 142 attended the conference. This year we had 213 attend (and would have had more if we had not closed registration due to space limitations). This included 97 OU participants (up from 74 in 2012) and 75 from University of Windsor. This represented 62 faculty, 11 administration, nine staff and 15 students. The main increase this year was due to outside registration. We had more than 40 participants from 12 different institutions from Michigan, Indiana, Ohio, Illinois, North Dakota and Ontario.

The registration fees for Windsor and Oakland participants were paid for through the Provost's Offices. Outside participants paid $200 for registration fees.

OU Libraries' Amanda Nichols Hess presenting instructional technology toolkits.

William Beaumont School of Medicine faculty Misa Mi at the poster presentation.

Keynote Speaker John Tagg on "The Learning Paradigm College"

Keynote Speaker Stephen Carroll on "MetaLearning: Growing Self-Directed Learners"

See Appendix 11 for conference schedule, session titles, poster titles, and keynote speakers.

Feedback and Evaluation

The planning and implementation of the conference went exceptionally well. The chair, Judy Ableser, is most grateful to her team at CETL for organizing and working throughout the year to ensure a successful conference. Dana Driscoll organized the call for proposals and oversaw the selection and review team. Chris Kobus organized the Poster Session and all the volunteers. Christina Moore was responsible for all the marketing and media aspects of the conference. Suzanne Flattery coordinated all the hosting and registrations and daily operations. Marian McClellan oversaw all the financial operations. In addition, we are thankful to our cosponsors and all their assistance including Erika Kustra, Alan Wright, Graham Fawcett, Peter Marval, Marilyn Powley and Jessica Raffoul. Finally, this conference could not have taken place without the support from Susan Awbrey (Senior Associate Provost) and James Lentini (Provost).

The feedback we received was very positive (see Appendix 12). We distributed a survey following the conference. The overall satisfaction of the conference was rated as excellent /good by 93.6% (48.1% rated it as excellent). Excellent/good ratings were reported over 90% administration services (including website, registration, conference program, staff and volunteer assistance, banquet room, and food services). Responses for the conference sessions also were rated high (when controlling for not applicable/not attended). The excellent/good ratings were over 90% for Stephen Carroll's keynote, the concurrent and poster sessions.

Positive comments focused on the excellent food (more comments in this area than any other) and the organization. Suggestions included providing more time in the future for the concurrent and poster sessions. The break-out rooms were noted as uncomfortable and small.

This year's costs were significantly higher than in the past. The food was excellent, however, the fees had increased more than 25% in the past two years. We were able to work within our budget this year due to the outside enrollment and due to a grant given to us by the Senate Committee for Teaching and Learning at Oakland University.

CONFERENCE RESOURCES AVAILABLE ONLINE

View recordings of keynote addresses and presentation sessions, plus presenters' resources and slides, at

oakland.edu/tlconf/resources

Lilly Conference on Teaching and Learning

The Lilly Conference on Teaching and Learning in Traverse City this past year was moved from September to October. We had 36 applications and awarded travel grants to 20 faculty. Over $20,000 was provided in grants covering registration, accommodations, travel and food.

Those who attended include:

Greg Allar	Laila Guessous
Florence Dallo	Sheryl Ruszkiewicz
Joanne Lipson Freed	Frank Lepkowski
Eileen Johnson	Hussein Tarrif
Judith Ableser	Mary Ann Cukr
Amanda Nichols	Alice Horning
Jack Staron	Qian Zou
Katie Murto	Cynthia Carver
Vagner Whitehead	C. Suzanne Klein
Susan Awbrey	Rebecca Thornton

Nine of the 20 presented at the conference and shared their work at Oakland at the Mini-Lilly Conference or at the Oakland-Windsor Teaching and Learning Conference. This year's Poster Award for best poster presentation at Lilly was awarded to Laila Guessous for her poster entitled "Connections Class – An Easy Way to Improve Faculty-Student Interactions."

Mini-Lilly
TAKE 2- **Thursday, January 30- 12:00-5:00 p.m.**
We were proud to celebrate and share the OU faculty-led Lilly presentations with all at OU by hosting a "Mini-Lilly" Conference on Thursday, January 30.

12:00-12:50	Promoting Faculty Development and Continuous Program Improvement Through Action Research	Cynthia Carver Suzanne Klein
1:00-1:50	Using Technology to Enhance Hybrid, Online, and Flipped Graduate Classroom Learning	Nicholas Lauer
2:00-2:50	Instructional Technology Toolkit: Integrating Tools to Engage All Learners	Amanda Hess
3:00-3:50	Implementing Problem-Based Learning in the Curriculum	Greg Allar
4:00-4:50	Print Exposure Is NOT Enough: An Evidence-Based Approach to Critical Reading	Alice Horning
Poster Sessions *Located in Hallway*		
	Connections Class – An Easy Way to Improve Faculty-Student Interactions **(WINNER of the Lilly Poster Award)**	Laila Guessous
	Teaching with Google Earth	Greg Allar

GRANTS

Innovation in Teaching Grant – Scholarship of Teaching and Learning

To support the initiative of enhancing the Scholarship of Teaching and Learning at Oakland, this year's Innovations in Teaching Grants focused on SoTL. A workshop on SoTL and grant writing was provided. See Appendix 16 for Call for Proposals. In addition, the full time and part time proposals were combined into one call this year. The Advisory Board recommended that rather than dividing the award into two equal parts (as we did in the previous year) we should give only $1,000 when the grant is initially awarded and $2,000 once the final report is submitted. A total of $15,000 was granted this year and $21,000.00 last year.

The following grants were awarded for the 2014-2015 year ($1,000 of which each faculty member has been awarded at this point).

Full-Time, Tenure Track

- Hunter Vaughn – Cinema Studies
- Sanela Maric – Chemistry
- You Li – Journalism

Part-Time, Non-Tenure Track

- Greg Allar – International Studies
- Paul Schauer – Music (Honors College)

It should be noted that Galina Tirnanic, from Art History submitted a grant proposal. Upon review it was clear that the proposal should have been directed to e-LIS to have been considered for their Online Teaching Stipend. Although they had already selected their recipients, e-LIS reviewed this grant and graciously decided to accept it.

The recipients of last year's grants have now completed their projects and have submitted their final reports. Those who received grants last year include:

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

Part-Time, Non-Tenure Track

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

Participant Excerpts

Grant Report: JRN 200, News Writing

Adina Schneeweis wrote: *I implemented a CETL Innovation in Teaching Grant in the teaching of the course JRN 200 News Writing during the Fall 2013 semester, when 17 students enrolled. I set out to improve the way the course is taught online, by applying mastery learning concepts (Bergmann & Sams, 2012; Bloom, 1974; Guskey & Jung, 2011) – or what others have called outcome-based learning (Gronlund, 1985) – into the curriculum. This model has been shown to decrease the number of 0.0 grades and increase students' ability to use skills learned in a classroom setting.*

> *"I set out to improve the way the course is taught online by applying mastery learning concepts…or what others have called outcome-based learning…[which] has shown to …increase students' ability to use skills learned…"*

I changed the way JRN 200 was taught online in earlier semesters, by changing the structure of the class from a series of topics and assignments that broadly change from week to week, to a five-objective model that students went through in order to gain mastery of news writing skills. This change did not necessarily lighten the reading load or the number of quizzes and writing assignments, but narrowed the[m] down to a way that made sense in the pursuit of skill mastery. More importantly, students were monitored in their completion of exercises, and received second and third opportunities to attempt the exercises until a "satisfactory grade" was achieved.

Grant Report: Project-Based Learning via Flipped Instruction in First-Year Writing

Christina Moore stated: *The project for this first-year writing course was two-fold: introduce a project-based model into WRT 150 in Fall 2013, and use flipped instruction to facilitate more class time to engage in this project-based classroom. I proposed this model because while the project-based model cultivates a high-impact practice—getting students directly involved with their campus and local communities—and helps students see the applicability of the course content, it is often reserved for higher-level courses within the major. I wanted to investigate whether students would thrive in the project-based model, and if flipped instruction would assist in this model. In order to do so, I conducted one of my WRT 150 courses in this model with flipped instruction and another section without flipped instruction.*

Because of the Center for Excellence in Teaching and Learning's grant to fund this redesign, I was able to review the literature on project-based learning, which is limited in the context of general education and the first-year experience. This dearth indicates the potential to develop my work into scholarship, which I plan on doing over the next year. As Feldman (2007) says, "… engaged research…offers an important opportunity for faculty to connect to students about writing as an intellectual activity rather than either a remedial one or a hurdle students must

get over" (p. 4). Developing a better model for project-based learning in the first-year writing course has the potential of not only improving student writing and research, but also giving them enthusiasm for what they can do with the skills they learn at the university.

This grant also supplied the time and research to develop instructional videos necessary for flipped instruction. I am also developing more interactive videos that allow embedded quizzing, from multiple choice to open response. I have also begun to look into models of assessment and new terms through which to explore project-based models, such as "usability" (Miller-Cochran & Rodrigo, 2008) "embeddedness" (Feldman, 2007) and "the engaged campus" (Walshok, 1999). In short, I am now equipped with the foundation to develop scholarship in this field. I thank you for your support, which is essential to start this momentous inquiry. It was the catalyst that will propel many more semesters of inquiry.

> *"I thank you for your support, which is essential to start this momentous inquiry. It was the catalyst that will propel many more semesters of inquiry."*

High Impact Practices Grant

Susan Awbrey, Senior Associate Provost, provided an opportunity for faculty to apply for funding for High Impact Grants to increase student success and retention. High Impact Practices (George Kuh/AAC&U) outline five practices including first year seminars, learning communities, service learning, undergraduate research, capstone courses and integrated approaches.

CETL worked with the Senior Associate Provost to develop the grant. The call for proposals can be found in Appendix 17. A workshop was provided on HIP and the grant process. CETL reviewed the proposals and made recommendations to the Senior Associate Provost.

Awards were designed to provide faculty with the resources to implement high impact practices into the section(s) of courses they are teaching or to allow a department the opportunity to redesign entire courses. Proposals for new courses or significant course redesign were to be based on high impact practices that involve new and innovative ways of engaging students. It is expected that the project will be developed, implemented and assessed within the next calendar year. During this period, applicants may not be working on any other funded project similar to the proposed project (through e-LIS, CETL or department). Proposals must include the use of high impact practice(s) and detail how the HIPs will be implemented and evaluated.

Grants were awarded up to $3,000 will be available to individual faculty; $5,000 for a collaboration between two or more faculty and up to $7,500 for departments that want to redesign all sections of a course or courses. A total of $27,000.00 was awarded for six proposals. The following list the proposals that were awarded funds.

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

COLLECTIONS

Library Resources

We continued to add to our library resources by purchasing approximately 30 additional books this year bringing our collection to over 225 books. An updated bibliography can be found on the CETL website. Approximately 40 books were signed out by faculty members over the past year.

Virtual Resources

As outlined previously in this report under "New Initiatives" we have added a five-module online training series, recorded and posted each of the workshops, and send out weekly teaching tips.

Virtual Faculty Development resources page.

Module 1 of 5 for online curriculum on teaching and learning.

PART IV – PROMOTING TEACHING AND LEARNING

CETL ADVISORY BOARD

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

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

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

Members of the CETL Advisory Board for 2013-2014 included:

Cynthia Carver – SEHS

Soo Sieber – SBA

Misa Mi – SOM

Debatosh Debnath – SECS

Florence Dallo – SHS

Barbara Penprase – SON

Beth Talbert – CAS/Com

Tom Raffel – CAS/Bio

Dana Driscoll – CAS/WRT, Faculty Fellow

Chris Kobus– SECS, Faculty Fellow

Christina Moore – CETL, WRT

Shaun Moore – e-LIS

Anne Switzer – OU Libraries

Susan Awbrey – Academic Affairs/ Senior
  Associate Provost

FACULTY FELLOWS

This year's Faculty Fellows, Dana Driscoll and Chris Kobus, ran the two Faculty Development Institutes (previously outlined). They were both instrumental in the organization and implementation of the Eighth Annual Conference on Teaching and Learning. Dana was responsible for the entire proposal process including the development of the call for proposals, developing the criterion for evaluation/selection and the review and selection process. Chris was responsible for the volunteers and the poster sessions. Dana and Chris both assisted in the development of the CETL survey, and Chris was responsible creating it on surveymonkey and monitoring it. Both Faculty Fellows served on the CETL Advisory Board and assisted with grant reviews. In addition, Dana provided workshops throughout the year.

> *"this work has allowed me to gain valuable experience in meeting and working with faculty across campus to better their scholarship about teaching and learning, to improve their teaching, and to engage in productive conversations."*
>
> *- Dana Driscoll, Faculty Fellow*

Dana summarized her experience stating, "*I have gained so much through the experience of being a Faculty Fellow in CETL. I have always been interested in faculty professional development—this work has allowed me to gain valuable experience in meeting and working with faculty across campus to better their scholarship about teaching and learning, to improve their teaching, and to engage in productive conversations. This work has also improved my own teaching—but collaborating with others, I've brought new ideas and experiences to my students, especially in the areas of productive classroom assessments and pedagogical strategies to encourage student learning.*

The opportunity to serve on the advisory board and work on the various other initiatives, including the conference was also very valuable to me, especially as a newer faculty member. These opportunities allowed me to understand funding, administrative issues, and learn about all-around conference planning, and are invaluable for my own professional development."

FDI orientation group and slide on the Scholarship of Teaching and Learning.

45

STUDENTS for EXCELLENCE IN TEACHING (SET) FORUM

During the fall, CETL continued to meet with students to hear their views on teaching and learning. We involved this students in a panel presentation as a workshop entitled **Student Voices: Learning from our Students** in the winter. They highlighted nine themes that they felt were important for faculty to address in teaching and learning. This include the following:

1. Learning that is relevant, purposeful, meaningful and meaning-making
2. Learner-centered active engagement
3. Authentic/real-life learning opportunities
4. Demonstrate respect, fairness and care
5. Positive learning environment
6. Effective communication and organization
7. Connections, relationships and support

8. Passion for content and teaching
9. Presentation style/format

SET forum student panel facilitating Student Voices workshop.

This year in addition to meeting with students who were recruited through the Student Congress, CETL wanted to learn from students who had a different campus experience. We worked with advisers who had students on probation and provided a session from them. We had approximately 12 students attend. They provided great insights into what worked for them and what interfered with their learning. A presentation was provided to the Senate Committee on Student Success highlighting the comments that students provided. The following lists the main points that this group of students suggested:

FACULTY COMMUNICATION
If student emails faculty, they should reply to the student within 24 hours.

WORK and STUDY RESOURCES
At orientation, provide helpful techniques of how to succeed.

SUPPPLEMENTAL INSTRUCTION
- Mix of effective and ineffective SIs.
- More and better collaboration between faculty and SIs.
- More SIs needed in specific courses.

MATH
- Workshops are tremendously helpful.
- Practice should still take place in class.
- Have professors break down problems and explain progression.
- Review some homework problems in class for self-assessment.
- Resolve inconsistencies with ALEKS.

One of CETL's initiatives will be to increase collaboration with student support services and advisers to meet the needs of students. This began this summer with workshops for advisers and first-year instructors and will expand over the coming year.

COLLABORATION with SENATE COMMITTEE ON TEACHING

CETL continues to partner with the Senate Committee on Teaching and Learning. We provided the Teaching Excellence Award Workshop in the fall. CETL is grateful to the $2,500 contribution that TLC granted for the Eighth Annual Conference on Teaching and Learning as they sponsored the poster session and reception.

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 Fellows
- 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

PROMOTION AND MARKETING

- **Website**

  Our media manager, Christina Moore, took over the website activity this year (**oakland.edu/cetl**), enhanced its structure and made it more user-friendly. As an example, on the workshop registration page, faculty could simple click on the title of the session and see the flyer describing the forthcoming workshop. This year we added sections to the website on all virtual training, workshop recordings and teaching tips.

- **Brochure**

  We used the same brochure this past year (only slight revision) and distributed them with the invitation to the New Faculty Orientation and provided a copy for each full time faculty by sending them to each department.

- **e-Blasts**

  Previously e-Blast flyers were sent out for each one of our workshops or events. As our programs and events became more numerous, we were concerned with the frequency of faculty/staff receiving the e-blasts. In the winter, we shifted and the media manager created one e-blast each week of the following week's events. Additional e-blasts were sent out announcing calls for proposals or other major programs. Based on the feedback in the CETL Survey, the majority preferred this method and frequency of communication (75% preferred the weekly e-blasts). See Appendix 15 for a sample of the new E-blast weekly scheduler.

- **Newsletters**

  We continued to create a fall and winter newsletter that was sent out during the first week of each semester. The newsletter highlighted all events for the upcoming semester and announced grant awardees and other active participants in CETL activities.

- **Friday Announcements**

  We also continued with placing information in the weekly Friday Announcements sent out to all faculty at Oakland because our e-blasts are only received by individuals who have registered for them. We did monitor workshop registration and found out, however, that the e-blasts seem to attract more registrations than the Friday Announcements. Almost twice as many people registered for events the day after receiving an e-blast then they did after receiving the Friday Announcements. We will, however, continue to market using both means of promotion as many more faculty have access to the Friday Announcements.

PART V – CONCLUSIONS

FUTURE GOALS

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

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

ACKNOWLEDGEMENTS

I extend my sincere thanks and appreciation to the entire CETL team. This year, CETL truly operated as a well-run organization due to the incredible teamwork that existed. My appreciation goes out to our Faculty Fellows, Chris Kobus and Dana Driscoll, who not only provided excellent programming but modeled excellence in teaching and learning. I am grateful to Suzanne Flattery for consistently keeping the daily operations of the Center up and running. Her skills and temperament have made CETL a welcoming place to be. Both Suzanne and I are grateful for the accounting assistance provided by Marian McClellan this year. And a special thank you goes out to Christina Moore, who single-handedly took us into the 21st Century with her media skills. Christina's initiatives and ideas have been a welcome addition to the Center. Finally, I would like to acknowledge and thank Susan Awbrey, Senior Associate Provost who continues to champion teaching and learning across this campus. She provides guidance and supervision to CETL with integrity, insight and commitment. CETL is eternally grateful to her vision and passion.

PART VI: APPENDICES

APPENDIX 1: CETL EVALUATION SURVEY

A – Demographics

Position		
Answer Options	**Response Percent**	**Response Count**
Visiting Professor	1.8%	2
Assistant Professor	**24.1%**	**27**
Associate Professor	**23.2%**	**26**
Full Professor	9.8%	11
Special Instructor	**1.8%**	**2**
Special Lecturer	**16.1%**	**18**
Lecturer	2.7%	3
Adjunct	3.6%	4
Other Instructor	0.9%	1
Student	2.7%	3
Other administration	**13.4%**	**15**
	answered question	112
	skipped question	1

School		
Answer Options	**Response Percent**	**Response Count**
CAS	**47.1%**	**48**
SECS	**9.8%**	**10**
SBA	3.9%	4
SON	5.9%	6
SHS	6.9%	7
SHS	**8.8%**	**9**
SOM	**10.8%**	**11**
Library	2.9%	3
Student Support	3.9%	4
	total	102

Gender		
Answer Options	**Response Percent**	**Response Count**
Male	**33.3%**	**37**
Female	**66.7%**	**74**
Other	0.0%	0
	answered	111
	skipped	2

B – Participant Involvement

Have you been involved with new faculty programs to help with your transition to Oakland (such as new faculty orientation, new faculty breakfast, mentoring, one-on-one consultation, or other activities through CETL)? *New Faculty - less than 2 years*

Answer Options	Response Percent	Response Count
Yes, it has been very helpful	**59.3%**	**16**
Yes, it has been somewhat helpful	22.2%	6
Neutral	3.7%	1
No, it has not been helpful	0.0%	0
No, have not been involved	14.8%	4
Comments		1
answered question		27
skipped question		86

How often have you participated in a CETL program or service in the past 2 years (not including the website, teaching tips or emails) *if being at Oakland under 2 years*?

Answer Options	Response Percent	Response Count
More than 5 times	**37.0%**	**10**
3-5 times	29.6%	8
1-2 times	29.6%	8
Never	3.7.%	1
answered question		27

Have you been involved with new faculty programs to help with your transition to Oakland (such as new faculty orientation, new faculty breakfast, mentoring, one-on-one consultation, or other activities through CETL)?

How often have you participated in a CETL program or service in the past 2 years (not including the website, teaching tips or emails):

	Answer Options	Response Percent	Response Count
How often have you participated in CETL programs or services in the past 2 years (not including the website, teaching tips or emails) *if have been at Oakland longer than 2 years*?	**More than 5 times**	**36.0%**	**40**
	3-5 times	27.9%	31
	1-2 times	32.4%	36
	Never	3.6%	4
		answered question	111
		skipped question	2

C – Impact of CETL

Since CETL has been fully operational, do you feel that it has established a positive presence on campus?

Answer Options	Response Percent	Response Count
Yes	**85.6%**	**95**
Not sure	12.6%	14
No	1.8%	2
Comments		5
	answered question	111
	skipped question	2

Since CETL has been fully operational, do you feel that it has established a positive presence on campus?
- Yes
- No
- Not sure
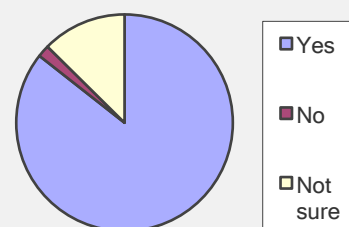
Has CETL programs and services impacted your thoughts/views on teaching and learning?

Answer Options	Response Percent	Response Count
Yes, positively	**83.7%**	**82**
No impact	11.2%	11
Impacted negatively	0.0%	0
Not applicable/have not participated	5.1%	5
	answered question	98
	skipped question	15

Has CETL programs and services impacted your thoughts/views on teaching and learning?
- Yes positively
- No impact
- Impacted negatively
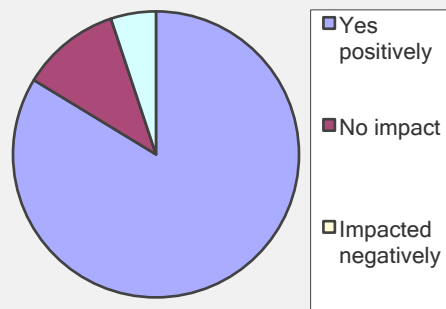
IMPACT on TEACHING

Have CETL programs and services impacted your teaching practice?

Answer Options	Response Percent	Response Count
Yes, positively	73.7%	73
No impact	15.2%	15
Impacted negatively	0.0%	0
Not applicable/have not participated	11.1%	11
Please list examples or ways in which CETL has had an impact in this area:		18
answered question		99
skipped question		14

Have CETL programs and services impacted your teaching practice?

Legend:
- Yes positively
- No impact
- Impacted negatively
- Not applicable/have not participated
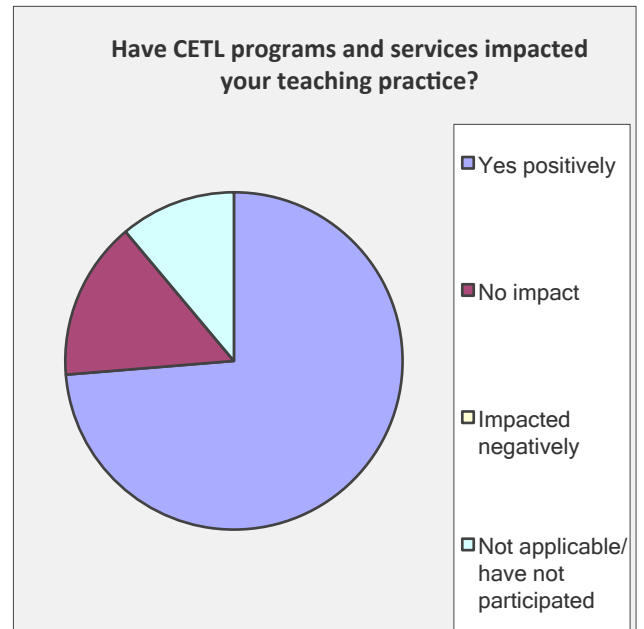
IMPACT on STUDENT LEARNING

If CETL has had an impact on your teaching, do you feel that it has impacted your students' learning?

Answer Options	Response Percent	Response Count
Yes, positively	74.7%	68
No impact	11.0%	10
Impacted negatively	0.0%	0
Not applicable/have not participated	14.3%	13
answered question		91
skipped question		22

If CETL has had an impact on your teaching, do you feel that it has impacted your students' learning?

Legend:
- Yes positively
- No impact
- Impacted negatively
- Not applicable/have not participated
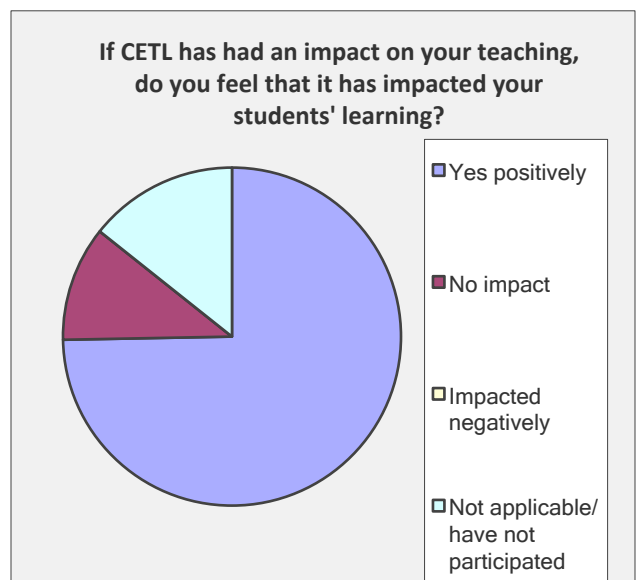
IMPACT on UNIVERSITY

Has CETL had a positive impact on the Oakland University community?

Answer Options	Response Percent	Response Count
Yes, positive impact	**81.8%**	**81**
No, impact	1.0%	1
Negative impact	0.0%	0
Not sure	17.2%	17
Please list examples or ways in which CETL has had an impact in this area:		23
answered question		99
skipped question		14

Has CETL had a positive impact on the Oakland University community?

- Yes positive impact
- No impact
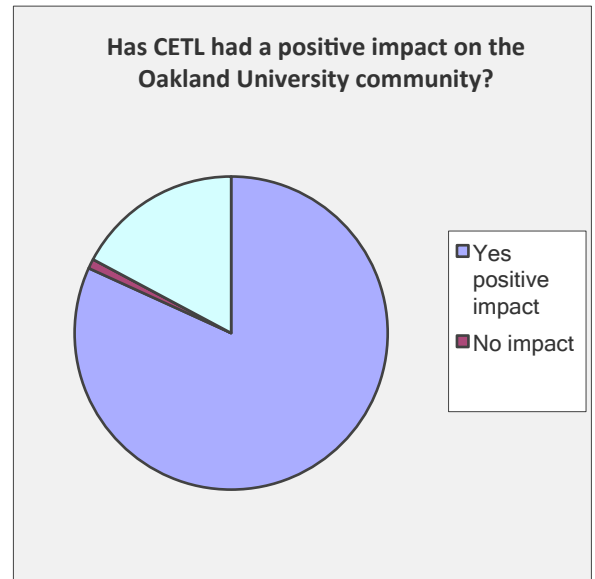
D – Services Used

Have you received individual support through CETL (consultations, mentoring, stipends, grants)?

Answer Options	Response Percent	Response Count
Yes, I have received support and it was helpful.	**42.4%**	**42**
I have received support, but it was not helpful.	1.0%	1
Not applicable/have not received support	**56.6%**	**56**
Comments		11
answered question		99
skipped question		14

Have you received individual support through CETL (consultations, mentoring, stipends, grants)?

- Yes I have received support and it was helpful
- I have received support but it was not helpful
- Not applicable/ have not received support
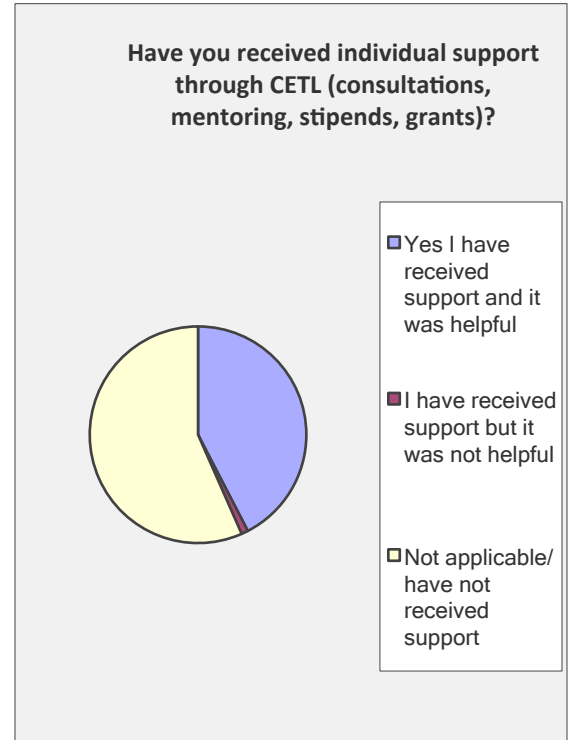
VIRTUAL RESOURCES USED

Have you accessed the virtual resources provided by CETL (workshop recordings, online modules, teaching tips, online documents)?		
Answer Options	**Response Percent**	**Response Count**
Yes, I have accessed virtual resources and they were helpful.	**47.4%**	**46**
I have accessed virtual resources but they were not helpful.	2.1%	2
Not applicable/have not accessed virtual resources.	**50.5%**	**49**
	answered question	97
	skipped question	16

Have you accessed the virtual resources provided by CETL (workshop recordings, online modules, teaching tips, online documents)?

- Yes I have accessed virtual resources and they were helpful
- I have accessed virtual resources but they were not helpful
- Not applicable/ have not accessed virtual resources
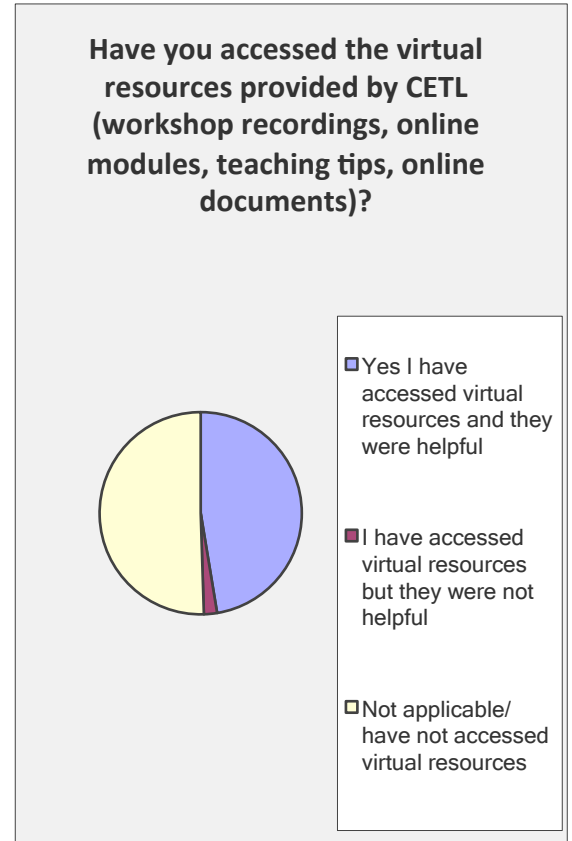
CONFERENCE PARTICIPATION

Have you attended the Lilly Conference with CETL funding?		
Answer Options	**Response Percent**	**Response Count**
Yes, and this experience was meaningful	**17.2%**	**17**
Yes, but this experience was not meaningful	0.0%	0
No, I have not received funding from CETL for the Lilly Conference	**82.8%**	**82**
	answered question	99

Have you attended the Lily conference with CETL funding?

- Yes, and this experience was meaningful
- Yes, but this experience was not meaningful
- No I have not received funding from CETL for the Lily Conference
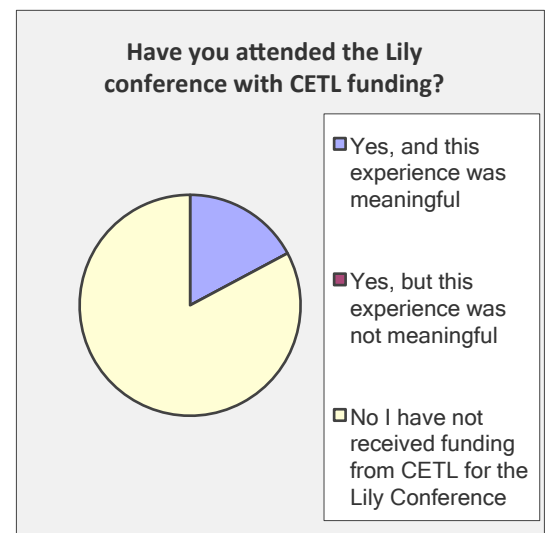
Have you attended the OU Windsor Conference?		
Answer Options	Response Percent	Response Count
Yes, and this experience was meaningful	24.2%	24
Yes, but this experience was not meaningful	3.0%	3
No I have not attended the OU-Windsor Conference	72.7%	72
	answered question	99
	skipped question	14

Has your involvement/support within CETL led to any proposals, publications, presentations, awards for teaching and learning? If so, please list.		
Answer Options	Response Percent	Response Count
Yes, it has helped.	22.4%	22
No, it has not helped.	16.3%	16
I have not pursued teaching and learning publications/presentations.	61.2%	60
	answered question	98
	skipped question	15

COMMUNICATION PRACTICES

This year CETL has streamlined their communication by announcing programs in the University Friday announcements and sending a weekly schedule of events. Last year, more frequent e-blasts/flyers of each event were sent. Which communication method is more effective?		
Answer Options	Response Percent	Response Count
Friday Announcements + Weekly Schedule	75%	72
Friday Announcements + More frequent E-blasts/flyers	16.7%	16
Not applicable/have not participated	8.3%	8
Other suggestions - Comments		6
	answered question	96
	skipped question	17

TOTAL SERVICES FEEDBACK

Green boxes indicate rates over 50%	Very helpful	Helpful	Neutral	Not helpful	Response Count
Workshops	50	29	2	0	81
	62%	36%	2%	0%	
Coffee and Conversation	20	20	4	4	48
	42%	**42%**	8%	8%	
Virtual Teaching Modules	12	12	9	1	34
	35%	**35%**	26%	3%	
Weekly Teaching Tips	25	20	12	2	59
	42%	34%	20%	3%	
Handbooks and Other Resources	19	17	7	0	43
	44%	40%	16%	0%	
Workshop PowerPoints	19	23	7	1	50
	38%	46%	14%	2%	
1-on-1 Consultations	25	7	2	1	35
	71%	20%	6%	3%	
Department Consultations	9	5	5	0	19
	47%	26%	26%	0%	
Mentoring	13	7	4	0	24
	54%	29%	17%	0%	
Faculty Development Institutes	14	8	9	0	31
	45%	26%	29%	0%	
Learning Communities	14	14	11	1	40
	35%	**35%**	28%	3%	
Lilly Conference	15	9	6	0	30
	50%	30%	20%	0%	
Travel Grants to Attend Lilly	20	3	3	0	26
	77%	12%	12%	0%	
OU-Windsor Teaching and Learning Conference	14	13	6	0	33
	42%	39%	18%	0%	
Teaching Grants	16	3	4	0	23
	70%	13%	17%	0%	
Faculty and Staff Social Hour	10	18	6	0	34
	29%	**53%**	18%	0%	
New Faculty Programs	20	13	6	1	40
	50%	33%	15%	3%	
2013 Instructional Fair	11	18	7	0	36
	31%	**50%**	19%	0%	
Website	28	30	9	1	68
	41%	**44%**	13%	1%	
Recorded Workshops	12	10	13	1	36
	33%	28%	**36%**	3%	
answered question – 96; skipped - 17					**96**

E – Participant Comments

Since CETL has been fully operational, do you feel that it has established a positive presence on campus?
- For certain!
- There is often communication from this office showcasing programs or workshops
- Absolutely. It is a great resource to faculty and provides a good venue for the exchange of ideas across disciplines
- I was hired in after CETL was created, but I hear there were not these opportunities for learning and collaboration on campus. CETL is a valued partner within Student Affairs
- Excellent faculty/staff and resources
- Have learned many things and appreciate the support
- I go as often as possible
- I have attended and conducted workshops
- I am an Instructional Designer in the School of Medicine but I am not faculty status so I am never absolutely sure what programs are available for me to attend in the CETL

Has CETL programs and services impacted your thoughts/views on teaching and learning?
- assistance with student eval comments
- I have gotten a better understanding of how different disciplines approach teaching and learning.
- recognizing how programs in other areas can be tailored for SOM
- The programs appear to be designed for new instructors - and not for those with 20+ years experience.
- Enthusiasm and excitement!
- sponsoring Lilly, offering targeted workshops
- Has helped me see need to organize syllabus and connect objectives with course content
- I understand my teaching better and now give it particular thought instead of blindly assuming I'm being effective.
- Brought me new ideas, expanded my view of "learning"
- Helped me build networks of people I can talk to about teaching who have different perspectives that I do
- It is nice to meet with colleagues and share ideas on a topic
- Useful tips for how to make classes more interactive
- CETL helped me confirm that I am a Student Affairs educator.
- More sensitive/aware to issues impacting the faculty
- it has motivated me to think critically about my teaching

- It's been mixed. Some things have been helpful; in other cases I've disagreed with the suggestions. On the whole, I think the impact is positive.
- They have reassured me that I'm on the right track and not alone.

Have CETL programs and services impacted your teaching practice?
- It has given me confidence to try new approaches in my teaching.
- Tried a flipped classroom this year
- I was awarded a $3000,00 grant to implement the flipped classroom teaching and learning strategy
- SIG offerings, sharing research and pedagogy on teaching
- i have learned to make improvements based on student evals.
- good workshop on peer review, led by J. Corso.
- I have incorporated several techniques that I have picked up from CETL events or from other faculty who I met through CETL
- Based on the conferences CETL has led me to and workshops I have attended, I have conducted class activities differently and even redesigned a course.
- I've tried several new strategies in the classroom - techology use, dealing with problematic/disruptive behavior, applying learning theories
- gave me some good practical ideas to use in the classroom as well as resources to draw on
- I have used some of the tips in my classroom and grading procedures
- Grant for Lilly has been good
- When I engage students topically, I think about how they will best learn what I want to teach.
- development of a faculty section on webpage (in progress). And, Faculty Advisory Board
- Most things I've been exposed to I already do, but I haven't had too many experiences with CETL and am sure there will be examples in the future that will be new to me.
- It has given me ideas for activities and assignments in class
- Again, reassurance that I am doing the right thing

If CETL has had an impact on your teaching, do you feel that it has impacted your students' learning?
- cannot yet tell
- if impacts instructor performance, then it should impact students as well
- Alternate/helpful ways to learn
- offered new ways to determine transfer of learning
- If I'm organized, it helps to channel students in right direction
- Perhaps

- Not sure if students have been impacted by the small changes in my teaching due to participation. How would I know without specifically assessing the change?
- When the application from workshops is correct and suitable.
- Although I have not measured this, so it is really just a sense.
- Hard to tell though
- This is harder to measure, but I think my improved teaching had effect in terms of better student projects
- I think it's made me more confident, which helps me get them more involved
- More student engagement
- Not sure
- information for faculty will impact student/faculty interaction
- I haven't really changed anything, but the things that I do, that CETL supports, have been effective.
- More active learning

Has CETL had a positive impact on the Oakland University community?
- if instructors benefit from CETL, then the university they teach at should benefit as well
- Some areas are less teaching (and more research) focused
- CETL has definitely facilitated relationships with faculty from other departments.
- Think it could be a good resource for those who want to discuss teaching idea, issues or challenges
- I'm not sure if the individuals who would benefit most participate in the programs
- More discussion of teaching in relation to and as research
- Being able to get the word out has been a start toward consistency
- i know other people have participated. also, there is energy around teaching communicated by cetl that is different than previously
- I think there are several people who have met faculty through CETL. These connections have been meaningful.
- It makes teaching more visible on campus
- Making teaching more visible and creating community around teaching across departments/schools
- Just having a center for teaching makes it more "visible"; before CETL we had no way of encouraging good teaching on campus
- Particularly in its support of the social hours to help us network as well as the providing a forum for us to meet people from across campus who are interested in teaching issues.
- It is very useful to have a center for faculty to meet and discuss teaching

- Exposes faculty to well tested ideas that can improve teaching; brings together faculty from multiple disciplines who can then learn from each other
- focus on teaching is always a good thing
- Faculty are coming together to consider important aspects of teaching and learning.
- I sing the praises of the unit to everyone I talk to around the issue of student engagment and retention through learning
- Email updates are great, love the web resources
- Primarily through workshops for new faculty.
- Although I think the population that uses it is small, it provides a wonderful avenue for interacting with people outside your four walls.
- financial support for professional development
- Other faculty have said that CETL has helped them improve their teaching.

Have you received individual support through CETL (consultations, mentoring, stipends, grants)?
- I love the support, encouragement and mentoring!
- Lilly participation
- Judy and staff are very helpful
- I look to Judy to help me explore my teaching.
- Grants to attend conferences (Lilly, Conference on Teaching and Learning) and an Innovations in Teaching Grant
- The Center director and staff are extremely helpful
- Innovations in Teaching
- I met with Judy individually and in the mentoring program
- Consultation with Judy
- Just one consultation
- Mentoring / consultations were very helpful and I plan to continue

Have you accessed the virtual resources provided by CETL (workshop recordings, online modules, teaching tips, online documents)?
- online documents were helpful
- The most recent tip to use Google to schedule students conferences was wonderful. I do use the other tips frequently.
- Sometimes the video is not clear. I tried to watch the talks given by the recipients of the teaching award and the quality of the video made me not want to watch it.
- I think they are really great--I haven't had time to go through them as much as I'd like yet.

- Online documents and teaching tips
- I have passed many of them on to my students.
- I think technical quality of recordings could be improved.
- Some were helpful, others not so much.

What additional services and programs would you like to see CETL provide?
- Consider involving students, or student feedback, at the workshops / presentations. Their feedback could provide information that instructors are unaware of. Honors College students would be a great pool to pick from.
- You already offer more than I can utilize. I could make an effort to utilize CETL more.
- it would be great if CETL could come to the department level instead of the department coming to CETL. I say this because at times one cannot know who has participated in CETL events, and sometimes the dialogue is not directly applicable. Of course I understand this may not be manageable.
- Guest speakers from outside institutions
- CETL programs are sufficient
- Often, things have been offered at times I cannot attend due to teaching duties.
- Faculty mentor position for Special Lecturers as we make up 30% of the faculty body.
- Training for PhD students that want to go into teaching
- National speaker?
- I think CETL is doing a wonderful job!
- Don't know.
- I participate in some, but not all workshops. I'd like to see more attention to active student learning techniques--- simulations, group projects, etc. and maybe CETL could issue a call for faculty to lead talks on "most successful" techniques they have used--more than just the 1 person who wins the best teaching award. There are a lot of programs, activities and services that are geared toward Assistant Professors. It would be nice to have more programs and activities that are geared toward more mature teaching faculty (Associate Professors, Full Professors).
- Offer TA training to departments; Assistance in development of grading rubrics; Rotate some of the workshops over a 2-year cycle
- Proactive intervention with problem faculty--triage classroom disasters. (Know this is difficult to do...)
- I think you're doing a great job at offering a wide variety of programming to meet the diverse needs across campus.
- I think CETL is an incredibly valuable resource, especially for newer faculty who might not have a lot of educational methodology training in their academic preparation.

- Workshops or topics related to large (50+) classrooms.
- Funding opportunities (internal and external) for Special Lecturers
- No comment
- CETL workshops geared toward administrators & student/academic affairs professionals!
- Moodle training during new faculty orientation
- keep up the good work

What current programs and services should CETL discontinue and/or change?

None

Too many events to attend

Nothing

I think all current programs are relevant and should be continued.

Sorry, not really engaged in thinking about it.

None; current programming is effective.

Teaching tips/ideas during new faculty orientation

Additional comments and/or suggestions regarding CETL:
- Thanks
- Sometimes, the workshops spent too much time in group activities after which the Ppt information was presented too quickly. An hour of information flowing in one direction (toward me) is what I want sometimes.
- If I had more time I'd participate more. Judy Ableser is a great asset to the university community.
- I truly appreciate the welcoming, supportive environment that has been created at CETL. I look forward to participating more!
- I think the abrupt tone of an email I received after missing a workshop was unnecessary and made me not want to sign up for another lest I have another student emergency preventing me from properly canceling.
- I am interested in CETL but have been busy this year. I hope to get more involved in the future, but there are many other obligations competing for my time.
- Keep up the great work. You are appreciated!
- Keep up the good work.
- Honestly, I am pretty overwhelmed just trying to manage the teaching, publishing and service load that OU demands of its faculty. I also have a family and simply do not have the time to attend more events at cetl. The one event on balancing professional and family life-- which really looked interesting to me--I could not attend as it was offered on a M at noon-- when I teach.

- I wish I could attend more--perhaps if the service demands on women in my department were not so high I would have the needed time.
- CETL has been an amazing addition to the OU landscape and I use it and its services and director far more than I thought I would.
- The name is cheesy, reminiscent of those "Successories" motivational posters, popular in the 1990s. It would be worse if the word Xtreme was in the name, but only slightly worse. The acronym CETL also has a negative linguistic connotation: we don't want to be "settling" for anything if we're striving for 'excellence', do we? Maybe CETL could adopt an informal nickname to go by -- something more personable and relaxed, maybe even with a sense of humor -- like The Teaching Workshops, or The Bear Cave (or Den?), really "Grizz" anything is pretty good, or Pioneer Pete's Pedagogorarium, or just Pioneer Pete's, etc...
- You're doing a great job! I'm so glad that CETL is part of OU.
- (Most of this wasn't applicable for me). I look forward to additional partnerships that CETL creates with other areas of the university. Hopefully the way that it branches out will continue to have a positive impact on the OU community.
- Noon scheduling does not work as I teach then. Consider alternate scheduling. CETL has been a much needed addition to OU. Director and staff are top-notch.
- I sometimes wish there were more of an opportunity for discussion after some of the workshops. It often feels like the conversation is dominated by just a few voiceful individuals, including the presenter and staff. More awareness of equitable discussion would be helpful. Sometime titles and descriptions of workshop don't represent the actual content of the session, which can be disappointing. none at this time.
- Great resource! Really enjoyed some of the additions this past year.

APPENDIX 2 – CETL PARTICIPATION

Distinct Enrollment				
in 2013-2014 by School/Dept. for all of CETL activities:				
CAS:	**174**			
Art & Art History	11	Industrial & System Engineering	5	
Bio	17	Mechanical Engineering	8	
Center for International Program	4			
Chemistry	6	**SEHS:**	**33**	
Communication & Journalism	11	Counseling	3	
Economics	6	Education & Human Services	3	
English	11	Educational Leadership	3	
History	5	Educational resource Laboratory	1	
Honors College	1	Human Development & Child Study	4	
Linguistics	3	Human Resource Development	4	
Mathematics & Statistics	11	Organizational Leadership	2	
Modern Languages & Literatures	4	Reading & Language Arts	3	
Music, Theatre & Dance	12	SEHS Continuing Education	2	
Other	10	SEHS OUCARES	1	
Philosophy	6	Teacher Development & Educational Studies	7	
Physics	9			
Political Science	9	**SHS:**	**27**	
Psychology	6	Exercise Science	1	
Sociology & Anthropology	14	Health Sciences	23	
Writing & Rhetoric	18	Physical Therapy	3	
LIBRARY:	**9**	**SON:**	**19**	
SBA:	**31**	**SOM:**	**29**	
Accounting & Finance	4			
Business Administration	12	**TOTAL OF ALL SCHOOLS:**	**361**	
Decision & Information Science	7			
Management & Marketing	8	**ADMINISTRATORS & STAFF:**	**144**	
			505	
SECS:	**39**			
Computer Science	10			
Electrical & Computer Engineering	7			
Engineering & Computer Science	9			
Industrial & System Engineering	5			

Faculty CETL Involvement by Rank/Position/Title for workshops and coffee and conversations.

Faculty CETL Involvement by Rank/Position/Title:		
Professor		32
Associate Professor		52
Assistant Professor		84
Special Instructor		8
Special Lecturers		46
Part-time Faculty		26
Visiting Faculty		14
	TOTAL:	**262**

School of Medicine by Rank/Poistion/Title:		
Professor		1
Associate Professor		9
Assistant Professor		12
	TOTAL:	**22**

Administrative, Staff, Student, Unknown breakdown - CETL Involvement:

Adminstrative, Staff, Student, Unknown breakdown - CETL Involvement:					
Administrative					92
Staff					13
Graduate Students and Assistants					41
Undergraduate Students					37
Unknown					27
				TOTAL:	**210**

APPENDIX 3 – EVENT PARTICIPATION

WORKSHOPS				
Date	**Title**	**Presenter**	**Number Enrolled**	**Number Attended**
8/22/2013	New Full-time Faculty Workshop	Judy Ableser	43	35
8/27/2013	New Part-time Faculty Workshop	Judy Ableser	23	29
9/9/2013	FDI - Orientation -Using Technology for Effective Teaching	Chris Kobus	21	15
9/10/2013	FDI Orientation - Scholarship of Teaching & Learning	Dana Driscoll	14	13
9/16/2013	FDI Orientation - Mentoring for Emerging Faculty	Judy Ableser	15	17
9/24/2013	Less Teaching = More Learning	Judy Ableser	25	19
9/30/2013	Avoiding Plagiarism	Sherry Wynn Perdue	20	17
10/3/2013	Who Are Our Students? How Do They Learning?	Judy Ableser	15	12
10/9/2013	STEM - Mentoring in the Stem Fields	Laila Guessous	17	15
10/15/2013	Constructive Alignment	Judy Ableser	17	17
10/23/2013	Student Success: High Impact Practices	Judy Ableser	25	10
11/4/2013	I Thought I Was Here to Teach: No One Told Me…	Judy Ableser	12	8
11/5/2013	Transitioning from Graduate Student to Faculty	Judy Ableser	15	11
11/7/2013	Authentic Assessment, Rubrics & Grading	Judy Ableser	15	11
11/12/2013	Reporting Behavior Problems +Emergency Preparation - **CANCELLED**	Sam Lucido	n/a	n/a
11/14/2013	Learning Community Update & How to Facilitate a Learning Community	Judy Ableser	5	6
11/18/2013	Teaching Excellence Award Winners	Judy Ableser	26	20
11/20/2013	Active Shooter on Campus	Mark Gordon	16	13
11/21/2013	Creating an Effective Syllabus	Judy Ableser	5	1
11/25/2013	Balancing Teaching and Research in STEM	Laila Guessous	24	19
12/5/2013	Moodle for Non-Moodle Users	Shaun Moore	14	10
1/13/2014	Empowering Students to Learn	Judy Ableser	15	13
1/23/2014	Lesson Learned from ENGAGE Program: Improve Faculty-Student Interactions	Laila Guessous	10	7

1/29/2014	Active Learning in the Large Classroom	Eileen Johnson	9	6
2/4/2014	Effective Power Points	Dana Driscoll	12	8
2/11/2014	Student Voice - Learning from our Students	Student Panel	15	16
2/13/2014	Online Learning and MOOCs	Barbara Oakley	10	4
2/18/2014	Mentoring Undergraduates/Grad Students in STEM Research	Laila Guessous	18	14
3/4/2014	Transfer of Learning - **POSTPONED**	Dana Driscoll	n/a	n/a
3/6/2014	Writing an Innovations in Teaching Grant	Judy Ableser	21	16
3/17/2014	Effective Lesson Planning	Judy Ableser	7	6
3/20/2014	Power and Gender in the Classroom	Karen Miller & Kellie Hay	14	8
3/27/2014	Camtasia Video Editing	John Coughlin & Staff	26	21
4/7/2014	Balancing Academic Careers & Life Demand	Laila Guessous	18	16
4/17/2014	Faculty Development Institute Update	Judy Ableser	8	9
4/24/2014	College Life With Asperger's: Informal Conversation with David & Kristin Finch	Judy Ableser	13	8
5/22/2014	Developing an Effective Syllabus	Judy Ableser	8	8
5/28/2014	Effective Teaching On-Line	John Coughlin	19	17
6/4/2014	Learning to Learn Strategies for Advisers and First-Year Instructors	Judy Ableser	28	21
6/12/2014	The Active Shooter on Campus	Mark Gordon	14	14
6/16/2014	Learning to Learn For Ambassadors and Bridge Instructors	Judy Ableser	18	18
6/17/2014	COM 101	Judy Ableser	16	16

COFFEE AND CONVERSATIONS				
9/19/2013	Graduate Student Forum	Judy Ableser	25	13
9/25/2013	Sharing Effective Teaching Tips	Judy Ableser	15	9
10/7/2013	Chairs Forum	Judy Ableser	8	6
10/24/2013	Supporting Veterans & Their Families in the Classroom	Judy Ableser	7	7
11/5/2013	What do I do when my student does…	Judy Ableser	5	1
11/13/2013	How can We Strive for Teaching Excellence with…	Judy Ableser	8	3
12/3/2013	Tips on Dissertation Advising	Judy Ableser	7	3
1/16/2014	Power & Gender in the Classroom	Judy Ableser	9	6
1/27/2014	Chairs Forum **CANCELLED**	Judy Ableser	5	n/a

2/3/2014	Grappling with Students Who Say…	Judy Ableser	5	3
2/12/2014	International Faculty - Success & Challenges	Judy Ableser	4	4
3/11/2014	International Graduate Student Forum	Judy Ableser	25	22
3/31/2014	Sharing Tips for Tenure	Judy Ableser	6	6
4/8/2014	Reflective Practice - Looking at Our Teaching	Judy Ableser	3	3

STUDENTS FOR EXCELLENCE IN TEACHING FORUM				
9/19/2013	Student Forum (SET) Session I	Judy Ableser	2	3
11/6/2013	Student Forum (SET) Session II	Judy Ableser	3	8
11/19/2013	Student Forum (SET) Session III - **CANCELLED**	Judy Ableser	n/a	n/a
12/4/2013	Student Forum (SET) Session IV	Judy Ableser	2	8
1/21/2014	Student Forum (SET) Session V	Judy Ableser	5	5
3/21/2014	Student Forum (SET) Session VI	Judy Ableser	7	7

TAKE 2: MINI-LILLY CONFERENCE				
1/30/2014	Promoting Faculty Development & Continuous Program Improvement…	Suzanne Klein & Cynthia Carver	3	3
1/30/2014	Using Technology to Enhance Hybrid, Online, Flipped Grad….	Nicholas Lauer	4	4
1/30/2014	Instructional Technology Toolkit	Amanda Hess	4	4
1/30/2014	Implementing Problem-Based…	Greg Allar	2	2
1/30/2014	Print Exposure is NOT Enough…	Alice Horning	4	4
		TOTALS:	**834**	**678**

APPENDIX 4 – WORKSHOP RATINGS

Following each workshop a feedback survey was distributed. The scores below reflect the mean/average on "How useful was this workshop" with 5 being the highest rating and 1 scoring the lowest.   The average rating for all workshops was 4.34/5. Sessions that were canceled or feedback was not distributed are not included in this chart.

WORKSHOPS			
Date	**Workshop Title**	**Presenter**	**Ratings**
8/22/2013	New Full-time Faculty Workshop	Judy Ableser	**4.45**
8/27/2013	New Part-time Faculty Workshop	Judy Ableser	**4.35**
9/9/2013	FDI - Orientation -Using Technology for Effective Teaching	Chris Kobus	**4.2**
9/10/2013	FDI Orientation - Scholarship of Teaching & Learning	Dana Driscoll	**4**
9/16/2013	FDI Orientation - Mentoring for Emerging Faculty	Judy Ableser	**4.5**
9/19/2013	Graduate Student Forum	Judy Ableser	**4.67**
9/24/2013	Less Teaching = More Learning	Judy Ableser	**4.17**
9/30/2013	Avoiding Plagiarism	Sherry Wynn Perdue	**3.88**
10/3/2013	Who Are Our Students? How Do They Learn?	Judy Ableser	**4.38**
10/9/2013	STEM - Mentoring in the Stem Fields	Laila Guessous	**4.25**
10/15/2013	Constructive Alignment	Judy Ableser	**4.67**
10/23/2013	Student Success: High Impact Practices	Judy Ableser	**4.25**
11/4/2013	I Thought I Was Here to Teach: No One Told Me…	Judy Ableser	**4**
11/5/2013	Transitioning from Graduate Student to Faculty	Judy Ableser	**4.5**
11/7/2013	Authentic Assessment, Rubrics & Grading	Judy Ableser	**4.43**
11/18/2013	Teaching Excellence Award Winners	Judy Ableser	**4.56**
11/20/2013	Active Shooter on Campus	Mark Gordon	**4.6**
11/21/2013	Creating an Effective Syllabus	Judy Ableser	**n/a**
11/25/2013	Balancing Teaching and Research in STEM	Laila Guessous	**4.5**
12/5/2013	Moodle for Non-Moodle Users	Shaun Moore	**4.75**
1/13/2014	Empowering Students to Learn	Judy Ableser	**4.4**

1/23/2014	Lesson Learned from ENGAGE Program: Improve Faculty-Student Interactions	Laila Guessous	**4**
1/29/2014	Active Learning in the Large Classroom	Eileen Johnson	**4.34**
2/4/2014	Effective PowerPoints	Dana Driscoll	**4.34**
2/11/2014	Student Voices - Learning from Our Students	Student Representatives	**3.8**
2/13/2014	Online Learning and MOOCs: The New Normal	Barbara Oakley	**3**
2/18/2014	Mentoring Undergraduates/Grad Students in STEM Research	Laila Guessous	**4.8**
3/6/2014	Writing an Innovations in Teaching Grant	Judy Ableser	**4.2**
3/17/2014	Effective Lesson Planning	Judy Ableser	**4.34**
4/7/2014	Balancing Academic Careers & Life Demand	Laila Guessous	**4.25**
5/22/2014	Developing an Effective Syllabus	Judy Ableser	**4.25**
5/28/2014	Effective Teaching Online	John Coughlin	**4**
6/4/2014	Learning to Learn Strategies for Advisors and First-Year Instructors	Judy Ableser	**4.36**
6/12/2014	The Active Shooter on Campus	Mark Gordon	**4.84**
6/16/2014	Learning to Learn For Ambassadors & Bridge Instructors	Judy Ableser	**4.34**
6/17/2014	COM 101	Judy Ableser	**4.58**

APPENDIX 5 – NEW FULL-TIME FACULTY ORIENTATION AGENDA

Oakland University
New Faculty Orientation 2013
Agenda
Gold Rooms
Thursday, August 22, 2013

8:30-9:00   Registration and Breakfast

9:00-9:30   Welcome -   Dr. Judy Ableser – Director- CETL
                             -    Dr. Susan Awbrey- Senior Associate Provost
                             -    Provost James Lentini- Senior Vice President & Provost

9:30-10:30   Introduction of New Faculty - Provost James Lentini
   - Dean of University Libraries- Dean Adriene Lim
   - Dean of the Oakland University- William Beaumont School of Medicine- Dean Robert Folberg
   - Dean of School of Nursing- Dean Kerri Schuiling
   - Dean of School of Health Sciences- Dean Kenneth Hightower
   - Associate Dean of School of Education and Human Services- Dr. Nancy Brown
   - Dean of School of Engineering and Computer Science- Dean Louay Chamra
   - New Dean of the School of Business Administration- Dean Michael A. Mazzeo
   - New Dean of College of Arts and Sciences- Dean Kevin J. Corcoran

Each dean will in turn call up each of their new faculty members to receive a gift bag as a brief biography is read.   All biographies and pictures can be found in the New Faculty Brochure.

10:30-11:00   School/College Mixer with Deans and new faculty at tables
   - CAS- 2 tables hosted by Dean Corcoran & Associate Dean Robby Stewart,
   - SEHS & Engineering- 1 table hosted by Associate Dean
   - Business- 1 table hosted by Dean Mazzeao
   - Nursing, Health Science, SOM- hosted by Dean Keith Hightower

11:00-11:15   Break

11:15-11:35   Dr. Susan Awbrey -
   - Undergraduate Education – Dr. Scott Crabill
   - Graduate Education – Dr. Darlene Schott-Baer
   - General Education – Dr. Anne Hitt
   - Honors College – Dean Graeme Harper
   - International Education – Dr. Brian Connery

New Faculty Orientation- continuation

11:35-12:00   Registrar - Steve Shablin

12:00-12:30   Group Picture - Provost, Senior Associate Provost

12:30-1:00   Lunch

1:00- 1:30   Getting settled at Oakland and in Oakland County (with coffee and dessert)
- Dr. Judy Ableser ,
- Dr. Jeff Chapman
- Dr. Erin Myers
- Dr. Kathy Moore (WISE representative)

                 1:30-1:45 Activity - Round-table - discussion facilitated by faculty

1:45 – 2:15   Academic HR – Associate Provost Michelle Piskulich

2:15-2:45   Emergency Preparedness - Captain Mark Gordon

2:45-3:00   Wrap-up for some and Drawing for regalia - what will be covered on Monday

3:00-3:15   Break

3:15-3:45   Research & Grants – Dr. Dorothy Nelson

3:45-4:15   Tenure & AAUP – Dr. Karen Miller & Dr. Kevin Grimm

4:15-4:30   Wrap-Up and Debriefing- Dr. Judy Ableser

We look forward to seeing you all on Monday, August 26th at 8:30 in this room. **Please remember to bring your New Faculty Handbook with you.** Enjoy your weekend.

APPENDIX 6 – NEW FULL-TIME FACULTY
TEACHING AND LEARNING WORKSHOP AGENDA

New Full Time Faculty Teaching and Learning Workshop

Getting Started: What every faculty wished they had learned before classes began!

Monday, August 26, 2013- 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 - Setting the Tone - First Day of Teaching + Active Engagement

10:00-11:30   Campus Interactive Tour - Part 1
                10:10-10:40   Group 1 (Chris Kobus) -   CETL- Judy - Learning Studio - 200A Elliott Hall
                               Group 2 (Dana Driscoll) - Instructional Tech – George Preisinger
                10:45-11: 15   Group 1 (Chris) -   Instructional Tech - George- 204 Elliott Hall
                               Group 2 (Dana) - CETL-Judy - Learning Studio- 200A Elliott Hall

11:15-11:30   Break

11:30-11:45   Who are our Students and How do they Learn?   (Judy Ableser)
11:45- 12:00   Interim Dean of Students- Nancy Schmitz
12:00-12:30   Student Support Panel - Writing Center (Sherry Wynn Purdue),
                          Tutoring/Academic Skills (Beth DeVerna),   Counseling Center (James
                          Franklin), Disability Support Services (Linda Sisson), Veterans Services
                          (Brad Reichelt), First-Year Advising (Sara Webb)

12:30-1:00   Lunch

1:00-1:30   Panel: "What I wish I knew when I began at OU - Tips for New Faculty"
- First year- Joanne Freed
- Just Tenured- Carrie Able
- Wise Full Professor- David Dulio

1:30-1:45   Q&A

1:45-2:00   Break-out

2:00- 2:30   Creating your syllabus - aligning learning outcomes, instruction and assessment (Judy)

2:30-3:25   Campus Interactive Tour - Part 2
                2:35-3:00   Group 1(Chris) - Library – Beth Kraemer
                            Group 2(Dana) - E-Learning- Shaun Moore & Nic Bongers
                3:05-3:30   Group 1(Chris) - E-Learning- Shaun Moore & Nic Bongers
                          Group 2(Dana) – Library- Beth Kraemer

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

APPENDIX 7 – NEW FULL-TIME FACULTY ORIENTATION FEEDBACK

The ratings are the average/mean score- 1= lowest   5=highest

2013 New Full-time Faculty Orientation Survey	Avg. Rating
1. Handbooks (Handbook, Registrar's Handbook, Social Guide)	4.9
2. Opportunity to Meet and Network with Colleagues	5
3. I found the Orientation/Workshop to be welcoming and provide important information and overview of supports and services at Oakland	4.7
4. Location/room set up and Food Service	4.8
5. Gift Bags and CETL Welcome Bag	4.7
6. Welcome Comments from Administration	4.6
7. New Faculty introductions	4.2
8. Activity with Dean and Colleagues following Introduction	3.9
9. Registrar Overview	4.6
10. Social Information at lunch (Social guide, Junior Social Hour, getting to know area)	4.8
11. Academic HR	4.5
12. Emergency Preparedness	4.8
13. Introduction to Research	4
14. Introduction to Tenure and AAU&P	4.2
15. Interactive Activity on Teaching and Learning and Planning first Day	4.3
16. Tour and Information on Faculty Support Services - Center for Excellence in Teaching and Learning	4.7
17. Tour and Information on Faculty Support Services - Classroom Technology	3.9
18. Tour and Information on Faculty Support Services - e-Learning	4.3
19. Tour and Information on Faculty Support Services - Library	4.2
20. Student Support Services (Writing Center, Tutoring, Disability Support etc.)	3.8
21. Panel on Faculty Experiences (Junior Faculty, Just Tenured, Full Tenure)	4.5
22. Syllabus Introduction (checklist and template)	4.3
Total Average Rating:	4.4

Comments:

23. Please share your comments/ reflections on the Orientation/Workshop.
Very helpful and nicely organized.
As you can see, I found everything very helpful. I have taught at three other institutions and have never been anywhere near as prepared as I am now. I felt welcomed, valued, supported and now I feel prepared. I want to give extra points to item 21 - panel of faculty experiences -- that was probably the one outstanding session that will stick with me the longest. If you ever have to cut corners, don't cut that! THANKS
Very informative and helpful event. The orientation provided the opportunity to meet and network with other new faculty.
It was a very well designed orientation. Thank you.
I enjoyed mixing with the colleagues from other departments the most. I do think the Emergency Preparedness, the panel of current faculty and the tours around campus were the most helpful for me. I loved the welcoming Oakland provided and I feel ready to dive in. I also really love that the CETL support system is still in place to continue my journey to ask questions, and feel comfortable with Judy because she guided us right from the get go.
The Orientation and workshop were really supportive, helpful, inspiring and motivating for me as a new faculty at Oakland University.
Very Nice Program! Everyone set a very positive tone and I am looking forward to building my career at OU. Little tidbits of critical information like I will need an ADMNET account and keys to my classroom were really helpful and probably saved me some headaches on the first day.
I thought the orientation was very nice, extremely well organized, and very helpful. The main comments I have are as follows: 1. I found the discussion with the deans dominated by the medical school dean and what little discussion there was was not inclusive or applicable to everyone at the table (practice standards aren't directly related to health sciences - which has a more general student body; I would have preferred a discussion focused on academia). Perhaps provide more guidance to deans as to what should be discussed at the table? 2. For some reason, day 2 felt longer to me despite moving around quite a bit. I can't put my finger on exactly why. For classroom tech, it would be helpful to somehow have faculty able to interact with the technology. 3. The student support services demo was very helpful and there was a lot of good info, but felt VERY long. Perhaps because they just talked and didn't have materials or visuals to accompany their spiels. 4. I really liked the faculty experience and really enjoyed all the faculty that were there. I would suggest offering breakout tables whereby participants can choose the faculty member that seems to be most compatible with them rather than just putting the panel members at tables. Overall, thank you so so much! I really enjoyed it and met many new people that I look forward to working with/interacting with in the future.

24. Recommendations for future Orientations.
Provide some info regarding benefits, benefits orientation
A few things that would be additionally helpful would to have added emphasis on a few technical items that I found confusing: 1. The grading system is numerical and not in ranges (ie. 2.0-2.6) but each 10th of a point can be assigned (ie. 2.0, 2.1, 2.2, 2.3, etc.). 2. The difference between and need for a Grizzly ID, a SAIL account and an ADMNET account. 3. Establish early that Teaching Evaluation Forms are different from department to department and how to approach your department to engage them in a conversation about those evaluations.
Please place the Research and Tenure, AAUP discussions to an earlier time. Also talk with the registrar needs to be longer, there was so much we needed to ask and make sure not enough time!
I think the only recommendation I have is I loved the tours, but instead of saving them all for one day, if each section could be split into each day. That way, you would be able to walk around and get out of the room at least a few hours each session, rather than saving all the Interactive stuff for the second day. My attention span only lasts so long.
It will be great if we have a session explaining the promotion process and introduction to tenure for the faculty members at School of Medicine. As we realized that the promotion criteria are different. Aslo, if there are any other programs or workshop that can improve our performance as medical educators. For me personally; as an international faculty and my native language is not English; I will appreciate any advice that can help me in the classroom to avoid any misunderstanding because of culture difference.
This is a general comment that you can pass along. it might be easier to do the HR stuff when the person comes in to do their I9. I missed some Information from HR because it was sent to my OU account which I hadn't set-up yet. I expected it to come to my generic gmail account that I had provided. Other institutions have a session with HR during the interview or on-site after they have accepted. As is, everything is fine... this might make some things run a little smoother.
Dedicate more time for folloiwng Classroom Technology e-Learning Library

APPENDIX 8 – NEW PART-TIME FACULTY ORIENTATION AGENDA

Part Time New Faculty Workshop
Tuesday, August 27th, 2013
Learning Studio- 200A Elliott Hall
5:00-9:00 p.m.

5:00-5:30   Registration and Meal

5:30-6:00   Welcome - Teaching and Learning (learning + engagement + student success) – CETL- Judy Ableser- Director- CETL

6:00-6:45   Student Support Services
- Interim Dean of Students – Nancy Schmitz
- Panel - DSS - Linda Sisson
    - Counseling- James Franklin
    - Writing Center- Sherry Wynn-Purdue
    - Tutoring/Academic Skills - Beth DeVerna
    - Veterans – Brad Reichelt
    - First Year Advising - Sara Webb

6:45-7:10   Faculty Support
    - E-Learning - Shaun Moore/Nic Bongers
    - Library - Adrienne Lim or designate
    - Instructional Technology - George Preisinger

7:10-7:30   Learning the Ropes- Registrar - Steve Shablin

7:30-7:45   Break

7:45-8:00   Who are our Students and how do they learn? - Judy Ableser

8:00-8:15   Benefits and Challenges of Part - Time Teaching- Judy Ableser

8:15-8:30   CETL- Judy Ableser

8:30-8:45   Emergency Preparation - OU PD - Captain Mark Gordon

8:45-9:00   Wrap-Up

APPENDIX 9 – NEW PART-TIME FACULTY ORIENTATION FEEDBACK

The ratings are the average/mean score- 1= lowest   5=highest

2013 New Full-time Faculty Orientation Survey	Avg. Rating
1. Handbooks (Handbook, Registrar's Handbook, Book on Part-Time Teaching)	**4.63**
2. Opportunity to Meet and Network with Colleagues	**4.5**
3. I found the Orientation/Workshop to be welcoming and provide important information and overview of supports and services at Oakland.	**4.58**
4. Location/room set up and Food Service	**4.25**
5. CETL Welcome Bag	**4.63**
6. Interactive Activity on Teaching and Learning and Planning first Day	**4**
7. Student Support Services (Writing Center, Tutoring, Disability Support etc.)	**4.5**
8. Faculty Support Services (E-Learning, Library, Classroom Technology)	**3.88**
9. CETL (Center for Excellence in Teaching and Learning) Overview	**4.63**
10. Emergency Preparedness	**4.5**
TOTAL AVG.:	**4.41**

1. Please share your comments/ reflections on the Orientation/Workshop.
It would also be helpful to include a longer overview of computing at OU, and how the various programs (SAIL, Banner, Moodle, etc) relate to each other. Also, what about other human resources related issues such as payroll, etc? It might be helpful to give a quick overview of HR issues and whom to contact in each school, department, etc
Great food, very informative.
I appreciated the opportunity to participate in this orientation! Thank you so much!
Overall, this was a great introduction to all of the support for students and for us here at the University. The info about counseling and psychological services was especially helpful, I think a lot of us worry about what to do when students seem to be overstressed or who exhibit other nonacademic troubles.
Extremely helpful and accessible. I can't say enough good stuff about the program or its presenters.
I thought it was great to introduce us to all the support and services that OU provides. I think that CETL is a fantastic endeavor and I plan on taking lots of opportunity to learn from the workshops and other activities.
2. Recommendations for future Orientations.
Great work. A very nice way to welcome new part-time faculty to the university. My department gave me a step-by-step sheet on computing and technology (ie, how to sign up for various services and in what order). A few other instructors did not seem familiar with policies such as keys for classroom doors, SAIL, etc. Perhaps a few more logistical how-tos would be helpful.
Decrease the amount of time introducing each person from student support services. It would be easier for one person to give a brief overview regarding student services. I think more time should be spent discussing faculty support services.
More information on the use of Moodle, and it's capabilities, would be very helpful. Most of the courses I'm teaching have a partially online component. I've used other online learning systems but I'm new to this one. A 20 minute tutorial would be a huge help in setting everything in order online, before the first day.
If possible, have a session earlier for people who have been hired earlier. This is a quibble; the program was well done and highly valuable.

APPENDIX 10 – NEW FACULTY END-OF-THE-YEAR FEEDBACK

Total Count of Forms Returned: 15 out of 25 (April 2014)

Executive Summary:

Fifteen of 25 faculty who attended the New Faculty Breakfast completed and returned the feedback form. The responses generally echoed the comments made during the reflection. In summary, the highlights included interaction and engagement with students, OU being a warm and friendly community, support through professional development and other resources. Challenges included the weather, balancing teaching, service and research, learning a "systems and labs" and dealing with student issues. Faculty felt that the supports form CETL and their departments were most helpful. Those new to the area addressed the weather but felt the transition has been good. Additional comments including thanking for the support, breakfast and transition support for the year. These comments will be very helpful in planning future New Faculty Orientations, CETL workshops and mentoring programs.

Summary of Comments:

1. What have been some of your highlights in your first year at Oakland University as a full-time faculty member:
   b. Support- 2
   c. Scientific Collaboration- 2
   d. Students- 6
   e. Resources- 1
   f. Environment- warm, friendly-3
   g. Professional Development- 3
   h. My research, service- 2

2) What have been some of your challenges?
   a. Weather- 2
   b. Setting up lab/learning new systems- 2
   c. Issues with students, learning their culture- 3
   d. Balancing teaching, research and service- 3
   e. Little support from department-1

3) Do you feel that you received support to help with your transition into being a full-time faculty member at Oakland? If so, please describe what support and by whom?
   a. Department- 6
   b. School/Dean's Office- 2
   c. University- 1
   d. CETL-8
   e. Orientation- 1
   f. CEME- 2

4) What additional supports do you feel could be offered at Oakland that are not currently available?
   a. Nothing- 3

b. Learning the systems (passwords, keys, etc)- 1
c. Issue with SOM and OU not having same procedures (tenure, contracts)-1
d. More collaboration with other faculty who have taught course previously-1
e. More T.A.s

Actual comments

1. What have been some of your highlights in your first year at Oakland University as a full-time faculty member:
   - My highlight in my first year here at Oakland are all the support that I received from my department, school, and University.
   - I've enjoyed the support of colleagues and leadership, and my interactions with students in the classroom. For lack of a better word, this is a very "warm" institution.
   - The potential for scientific collaborations, the opportunity to develop a grant writing class for pre-doctoral fellowships for the graduate students in biological sciences.   I really like my graduate students.
   - Good colleagues - good students/enthusiastic - small classes - good support from administration.
   - The other faculty in the dance program here made my transition very easy.
   - Great engaged students, utilizing all the great teaching resources available in my department including collaboration and nursing simulation suite. American physical therapy association conference in Las Vegas.   Graduation.
   - Friendly environment, good sports center.
   - Sense of community - Professional Development opportunities - Professionalism of students.
   - My first year at OU was really great!
   - Good colleagues, good students, good experiences, overall a great year! Research & collaboration support.
   - Taught 4 different courses in 2 semesters – Successfully received 2 (two) research grants. Another is in pipeline.
   - OUWB & CETL Faculty Development available & Emphasis (encouraged) Responsibilities given (Discipline Chair, Faculty Search Chair) Involvement in Integrated Curriculum.
   - Good evaluation for teaching – Submission an abstract for teaching & learning.
   - Teaching and challenging classes and incredible interaction with my students.
   - Running TEDX with Amy Rutledge, along with a team of faculty and staff across the university.

2. What have been some of your challenges?
   - The cancellations due to the weather created some scheduling problems with course prep – particularly because I teach two once/weekly evening courses.
   - Setting up my lab, juggling teaching and laboratory activities. Transitioning and moving my research from my previous institution.

- Learning a new bureaucracy - computer software.
- We have had various challenges with students, but they have brought us together as faculty.
- Not enough time to take advantage of all the great options offered.
- Coping with the winter – getting to know people.
- Balancing teaching, scholarship and service duties.
- I had to learn more about student culture of OU because I am an International faculty mentor.
- Learn about expectations of students and their background.
- Protecting blocks of time for research .
- Know the new environment.
- Teaching 4 classes! 4 different, 1 new in Fall 2013 (4 different, 2 new in Winter 2014) Left hardy any time for anything else. Hopefully it will be fixed soon.

3. Do you feel that you received support to help with your transition into being a full-time faculty member at Oakland? If so, please describe what support and by whom?
   - Support from my department, school and University.
   - Yes – I've received support from a number of sources. The efforts of CETL were very helpful in easing my transition to the new campus. My colleagues have gone out of their way to be helpful/supportive as well.
   - My department is friendly and collegial; several of my colleagues have given me advice and guidance.
   - Yes – CETL
   - Yes! Both the faculty in my department as well as the mentoring group at CETL have been wonderful.
   - Yes, department and school faculty. Also available at university but able to get what was needed within my school for this year.
   - The faculty and staff in my department have been generally supportive.
   - Absolutely. Both by Judy and CETL and also faculty at the School of Medicine.
   - Yes. I received many supports (Computer, BA…)
   - Yes. The orientation in August was very helpful and provided a lot of good information. Ongoing presentations by CETL provided good mentoring and coaching in many diverse areas.
   - CETL – Deans Office – Few colleagues from department.
   - CETL has provided a lot of support, even though many things are not applicable; it has been emotional support as well. Specific faculty at OUWB have given so much help. To be honest, I don't feel I get much direction from our department, it seems more retroactive.
   - Yes by having multiple meeting with the administrator staff and faculty members. Attending workshops at CETL and CEME.
   - Dean was incredibly supportive. I am glad to have him as our leader.
   - CETL! I loved the mentoring meetings, first year meetings and other resources.

4. What additional supports do you feel could be offered at Oakland that are not currently available?
   - Nothing, I can think of at the moment. CETL has been especially great.
   - Some more guidance in logistical issues, maybe setting up a new faculty WIKI for practical matters such as obtaining keys, passwords etc.
   - What is Avondale?
   - I have been very impressed and grateful for the support that has been given.
   - Stastician easily available to my school.
   - It appears that many of the opportunities at OU aren't really compatible with the School of Medicine format. It would be nice if more opportunities were relevant.
   - Recommendations by instructor who taught the same course previously.
   - Generally I can't think of anything - Personally, I want formal education in education (M. ED) and would like to know which courses, grad programs would be most applicable – at OU or other universities.
   - Being a faculty member at SOM for only 7 months I don't really know what can be offered.
   - Need Teaching Assist.

5. Are you new to the area (i.e. did you move from another community)? If so, how has the transition been to the local area (i.e. winter, small town)
   - I was raised in S.E. Michigan, so it wasn't a huge shock, but I've really enjoyed the diversity of the Metro Detroit area and the many resources and things to do.
   - I am originally from this area, so the transition has been very easy!
   - I have not lived in the area in 30 yrs, but the transition has been easy.
   - From area.
   - The winter has been hard, and the roads are appalling (pot holes). It's great to be able to live close to work and the OU community is friendly.
   - Yes! It was very smooth (except for the weather!)
   - Yes – so far this transition was smooth.
   - Yes. Grew up in northern Michigan (10 yrs ago) and moved from T.N. with work I have not had time to look for a house, hope to get time this summer to do that.
   - Fairly well.
   - This is my home.

6. Any additional comments:
   - I can't wait for the construction on the engineering to be completed!
   - Thank you for all the work you have done to make our transition this year as smooth as possible!
   - CETL has proved to be a useful resource.
   - Thank you for all of your support!
   - Judy has been fantastic about providing guidelines.
   - After 12 years I'm getting to meet faculty from other departments.

Eighth Annual Conference on Teaching and Learning

APPENDIX 11 – SCHEDULE OF EVENTS

A – CONFERENCE SCHEDULE

Wednesday, May 14	**8:30 a.m. – 5:00 p.m.**
8:30-9:00 a.m.	Registration and Breakfast (Oakland Center, Banquet Rooms)
9:00-10:00 a.m.	Welcome and Interactive Session
10:00-10:15 a.m.	Break
10:15-11:30 a.m.	Concurrent Sessions: 75-minute, 35-minute, and "Open Conversation on How and What Students Learn" (South Foundation Hall)
11:30 a.m.-12:30 p.m.	Lunch (Oakland Center, Banquet Rooms)
12:30-1:45 p.m.	Keynote Presentation with Interactive Activity – John Tagg
1:45-2:00 p.m.	Break
2:00-3:15 p.m.	Concurrent Sessions: 75-minute, 35-minute, and "Open Conversation with John Tagg" (South Foundation Hall)
3:30-5:00 p.m.	Poster Session and Reception (Oakland Center, Banquet Rooms)
Thursday, May 15	**8:30 a.m.–5:30 p.m.**
8:30-9:00 a.m.	Registration and Breakfast (Oakland Center, Banquet Rooms)
9:00-9:20 a.m.	Welcome and Round Table Activity
9:30-10:45 a.m.	Concurrent Sessions: 75-minute, 35-minute, and "Open Conversation on Pedagogy of Empowering Students to Learn" and "Special Session for Administrators and Chairs with John Tagg" (South Foundation Hall)
10:45-11:00 a.m.	Break
11:00 a.m.-12:15 p.m.	Concurrent Sessions: 75-minute, 35-minute, and "Open Conversation on Assessment of Learning" (South Foundation Hall)
12:15-1:00 p.m.	Lunch (Banquet Rooms)
1:00-2:15 p.m.	Keynote Presentation with Interactive Activity – Stephen Carroll
2:15-2:30 p.m.	Break
2:30-3:45 p.m.	Concurrent Sessions: 75-minute, 35-minute, and "Open Conversation with Stephen Carroll" (South Foundation Hall)
3:45-4:00 p.m.	Break
4:00-5:30 p.m.	Takeaways and Reflecting on the Conference: An Interactive Session

B – CONCURRENT SESSION SCHEDULE

Schedule of Sessions

Wednesday, May 14

Time	269 SFH	270 SFH	271 SFH	276 SFH	272 SFH	273 SFH	274 SFH
10:15-10:50 a.m.	302 – Building an Instructional Technology Toolkit: Integrating Teaching and Learning Tools to Empower All Learners A. Nichols Hess OU	326 – More Than Just a Game: The Ups and Downs of Implementing Collaborative Learning A. Schoening S. Selde et al. Creighton	323 – What Is Your Framework for Program Evaluation? M. Mi OU	Open Conversation on "How and What Students Learn" facilitated by Rod Nyland OU	301 – "Sencerizing" a Biology Capstone Course F. Hansen OU	334 – Graduate Students as Mentors to Enhance Undergraduate Performance K. Miles Wayne State	296 – Using Student Technology for Purposeful Formative Assessment Data Collection... K. Hankinson Madonna
10:55-11:30 a.m.					255 – Implementation and Assessment of Teaching Methodology J. Stagner Windsor	275 – Mentors in an Undergraduate Psychology Course: A Comparison of Student Experience and Engagement J. Singleton-Jackson M. Clayton-Sementilli et al. Windsor	297 – An Interdisciplinary Partnership from Student and Faculty Perspectives... G. Smyth K. Nelson I. Boufford Windsor
2:00-2:35 p.m.	305 – The Will to Empowerment: A Nietzschean Approach to Learning M. Potter Windsor	261 – The Role of Problem-Based Learning in Empowering Student Learning: Two Student Examples G. Allar R. Cheezum OU	313 – "Conducting Research Using Our Own Children, Ahem, I Mean, Our Own Students, as Participants" P. Boulos S. McMurphy Windsor	Open Conversation with John Tagg	271 – A Likely Pair: Engaging Technologies and Student Achievement A. LongBenton Wayne State	279 – Prompting Positive Learning: Insights Gained by Empowering Students ... J. Bornais D. Rickeard Windsor	304 – Game-Based Learning and Student Retention in the First-Year Writing Classroom S. Ruszkiewicz OU
2:40-3:15 p.m.					278 – We Learn So You Learn: Peer Observation to Improve Classroom Teaching D. Andrews J. Bornais J. Dixon Windsor	272 – Turnitin on Trial: Advantages, Disadvantages, and Alternative Options J. Cappucci Windsor	300 – Using Virtual Worlds to Build Students' Professional Proficiency W. Eastwood OU

Thursday, May 15

Schedule of Sessions

	269 SFH	270 SFH	271 SFH	276 SFH	272 SFH	273 SFH	274 SFH
9:30-10:05 a.m.	294 – Teaching With Your Mouth Shut: Fostering Active Engagement Across the Disciplines / A. Skene Windsor	309 – CHARM: Blending PSR and Art-Based Education with Underserved Youth in a Service Learning Pedagogy — CANCELED / M. Connolly J. Petrachenko Brock	336 – Let's Talk: Establishing Connections with Students in Just 15 Minutes / L. Guessous, OU	Open Conversation on "Pedagogy of Empowering Students to Learn" / Facilitated by Christina Moore OU	260 – Does Source of Data Used in Problem Solving Have Any Impact in Student... / Fouzia Baki, Windsor Fazle Baki, McMaster	292 – "I'm Going to Be an Author?" ...Using Project-Based Learning / H. Greene, Windsor R. Hamelin, St. Clair	257 – Engaging in Communities of Practice... / D. Driscoll M. Kitchens OU
10:10-10:45 a.m.			331 – Agency and Engagement in the College Classroom... / S. Wood D. Bozyk Madonna		283 – Action Research, Self Study and Scholarship of Teaching as Tools... / C. S. Klein OU	280 – Rhetorical Reading as a Tool for Student Learning Empowerment / M. Liddle Windsor	290 – Bridging Teaching and Research... / J. Stefanczyk B. Hamilton et al. Windsor
11:00-11:35 a.m.	286 – Story It! Enabling Learning Transfer to Practice / D. Smith Wayne State	276 – Using Jazz Improvisation Concepts in Your Classroom / M. Brown J. Brown OU	289 – Clear Space for Learning: Redesigning an Online First-Year Writing Course / C. Moore M. Kitchens et al. OU	Open Conversation on "Assessing Student Learning" / Facilitated by Dana Driscoll OU	312 – Digital Technology in the Humanities Classroom... / K. Greer OU	253 – Empowering Student Service Learning / S. Spencer-Wood OU	274 – Multimodal Instructional Design... / B. Black J. Lucarelli OU
11:40-12:15 p.m.					267 – The Academic Library and Online Learning... / A. Nichols Hess, OU	281 – Applying the Model of Mastery Learning to Teaching Writing / A. Schneeweis, OU	285 – A Portrait of At-Risk University Learners... / A. Prier, Windsor G. Salinitri
2:30-3:05 p.m.	299 – Transforming a Health Science Course Curriculum with Socioscientific Issues / J. Eastwood M. Craig OU	288 – The Why, What, and How to SoTL: Researching and Writing About Teaching... / J. Raffoul M. Potter Windsor	317 – Pre-service Teacher Learning through Cultural Submersion... / S. Williams GVSU	Open Conversation with Stephen Carroll	254 – Skills Will Set Them Free: Learning Research + Tech = Better Lives / K. Mathieson OU	265 – Foundations for How to Learn: Development of Online Learning Modules / K. Cramer L. Plant, Windsor	259 – Who Is Generation Z?... / M. Dereski T. Moldovan M. Rezaee, OU
3:10-3:45 p.m.			327 – Opportunities to Empower Students through Gen. Ed.... / C. Barragan, OU		252 – Learning by (Others') Doing: Community Service Learning in Large Classes / K. Anthony, Waterloo	320 – Mentoring and Academic Resilience... / C. Reed Hendon OU	291 – On Art and Science... / J. Wasserman E. Krug OU

C – POSTER SESSION SCHEDULE

<u>**Wednesday, May 14**</u>
Poster Session: 3:30-5:00 p.m.
*Poster presenters can begin set up at 2:30 p.m.

Traditional Poster Presentations	
256 – Plagiarism Education: Engagement, Awareness, and Knowledge	Julia Colella Windsor
262 – It Is Only Risky if I Don't Truly Believe That I Will Succeed	Joan Craig Windsor
264 – Normalizing Mental Health Issues: A Path to Student Empowerment	Kaitlin Schilling Tamal Kissoon Shelagh Towson Windsor
266 – SEGATA: Graduate and Teaching Assistant Evaluation Process	Hoda Eiliat Windsor
268 – Night People Operating in a Morning-Oriented World: Recommendations for Accommodating Students' Natural Tendencies in Academic Settings	Ashlyne O'Neil Kathryn Lafreniere Joan Craig Windsor
269 – Undergraduate Student Attitudes and Study Behavior: The Relationship Between Academic Entitlement and Self-Regulated Learning	Chelsea McLellan Dennis Jackson Windsor
270 – Applying a Virtual Experience to Complement First Year Undergraduate Biology Teaching Labs	Dora Cavallo-Medved Hussein Hammoud Marisa Market Windsor
277 – Canadian-Arab High School Students' Perceptions of Their Schooling Experiences	Nesreen El Kord Windsor
287 – University Students' Intentions to Seek Help in Stressful Situations	Jordynne Ropat Kenneth Cramer Windsor
293 – A Case Study: The Effect of Strikes on Students at the University of Windsor	Andre Miglietta Stephanie Shaw Horis Mansuri Windsor
298 – Applying Best Teaching Practices and Learning Theory to Training Student Volunteers in Peer Counseling	Sobia Ali-Faisal Courtney Williston Windsor
308 – Teaching Culture Indicators: Valuing and Enhancing Quality Teaching in Higher Education	Florida Doci Hoda Eiliat Kaitlyn Gillard Samantha Burton Erika Kustra Ken Meadow Windsor and Western
310 – The Effect of Developing Writing Skills on the Student's Learning Performance and Cognitive Competence during Adolescence Stages of Development	Sumar Ghizan Windsor
322 – What Is the Research Evidence about Learning? Can We Apply It to Improve Our Teaching?	Misa Mi OU
325 – Instructional Design to Develop Motivated Learners	Misa Mi OU

87

333 – Creating Your Own Destiny: Student-Generated Practice Exams	Mary Bee OU

Instructional Fair Posters	
282 – Fostering Online Reflection and Collaboration—the Wiki Way	Stephen Loftus OU
295 – Peer Reviews in the Classroom: Enhancing Student Learning	Orrin-Porter Morrison Julia Colella Windsor
303 – "Tweet Tweet In and Out"	Tranum Kaur Windsor
307 – Using Simulation to Teach Leadership Competencies in Delivering Safe Patient Care in Nursing Education	Claudia Grobbel OU
311 – A Modern Approach to Education for At-Risk Youth	Kristy McLean Windsor
315 – Pedagogical Strategies to Empower Students to Learn	Lynda Poly-Droulard Barbara Penprase OU

APPENDIX 12 – KEYNOTE SPEAKERS

John Tagg is an independent writer and consultant on learning in higher education. His book *The Learning Paradigm College* (Jossey-Bass, 2003), describes a research-based approach to redesigning higher education in the service of student learning and provides detailed examples of colleges and universities that exemplify the Learning Paradigm. He is professor emeritus of English at Palomar College, where he taught from 1982 until 2009.

John's keynote on May 14th focused on **The Learning Paradigm.** Are our undergraduate colleges achieving what they want to achieve? Are we as educators doing what we say we want to do? John Tagg argues that colleges and universities as organizations are working against many of the deeply-held goals of most educators. He will discuss how we can change the organizational paradigm governing the way our institutions work in order to make student learning the centerpiece of higher education, to align what we do with what we say we want to do.

Dr. Stephen Carroll's projects focus on intersections of pedagogy, technology, assessment, writing, and learning. His career-long involvement in faculty development includes founding and developing a teaching center at UC Berkeley, publications in books about teaching, and dozens of presentations on teaching and learning at national conferences. He has directed writing programs at Berkeley and Santa Clara University (SCU), where he has recently served as the Faculty Director for a Residential Learning Community. Dr. Carroll has developed and taught a number of experimental, cross-disciplinary pilot courses to explore new ways to enhance student learning, and is investigating using course-specific writing practices to enhance learning in the sciences. He is especially focused on helping students become more self-directed learners by teaching them metalearning skills. He currently runs a pilot program that builds on this research, using Learning Facilitators—peers who tutor students on learning strategies—to improve academic performance at all levels.

Stephen's keynote on May 15th was entitled **MetaLearning: Growing Self-Directed Learners.** Teaching students what learning is, how it works, and what kinds of strategies are best in different situations helps them learn more effectively and efficiently, enhancing their motivation, performance and success. This session will draw on current research in cognitive science, physiology of learning and neuro-psychology to build a six-phase model for teaching students how to learn that measurably accelerates students' progress toward these goals—simultaneously enhancing faculty performance. You will leave with resources and strategies to facilitate metalearning and an assessment instrument to help prove that it works.

APPENDIX 13 – CONFERENCE FEEDBACK

2014 CONFERENCE EVALUATION

Administration

Answer Options	Excellent	Good	Neutral	Fair	Poor	N/A	Count
Online Proposal Submission	28	12	1	0	0	36	77
Web Site	35	31	2	0	0	5	73
Registration Process	49	24	3	1	0	1	78
Conference Program	48	28	1	0	0	1	78
Conference Workbook	39	23	12	3	0	1	78
Staff & Volunteer Assistance	57	15	3	2	0	1	78
Concurrent Session Rooms	26	32	5	9	3	2	77
Banquet Room for Meetings	60	15	0	1	0	2	78
Food and Beverages	52	23	0	1	0	2	78
Comments							18
						answered question	**78**

Conference Sessions

Answer Options	Excellent	Good	Neutral	Fair	Poor	N/A	Count
Keynote- John Tagg	21	23	10	6	4	12	76
Keynote- Stephen Carroll	34	16	3	1	1	23	78
Value of Concurrent Sessions	31	41	2	0	0	4	78
Value of Posters	19	27	8	2	0	20	76
Overall Satisfaction with this Conference	37	35	3	0	0	2	77
Comments							22
						answered question	**78**
						skipped question	**0**

CETL Weekly Teaching Tips presents

Brain Muscle Circuit Training

We teach skills our students can use to solve problems. Show students how classmates with the same knowledge approach problems differently in this circuit activity.

The **blue folder** offers a group a blank problem sheet, which they will discuss and answer on the sheet.

Once finished, they compare their answer with the previous group, whose answer is in the **yellow folder**. The group puts this written comparison in the **red folder**, returns all answers to the yellow folder, and moves to the next station to repeat the process.

For a course example with timing and group structure, see the full teaching tip at

oakland.edu/ teachingtips

CETL adapted this material from Dr. Rebecca Cheezum's "Moral Muscle Circuit Training" HS 450 activity at Oakland University's 2013 Instructional Fair.

The following is the additional text/instructions provided for the teaching tip

Adapted from "Moral Muscle Circuit Training"

Moral Muscle Circuit Training This class activity was inspired by a boot camp fitness class where there were different circuit stations, in each of which a different muscle group was exercised. For this class activity, I had five different "circuit stations" located around the room. Each station was a different ethical dilemma to be discussed. Over the class period, students rotate through all of the circuits, answering the questions and seeing how other groups answered the questions.

Step-by-step Instructions of Strategy:

1. Prepare and set up each station in advance. Each station will include a blue, yellow, and red folder. The blue and yellow folders each contained at least five blank copies of the problem worksheets for that station. (It is helpful to have extra blank copies in the blue folder so all group members can read the question.) The problem worksheets included an ethical dilemma and a series of questions related to the material for that class. The red folder was empty.

2. Students counted off by five and went to the circuit station corresponding to their number.

3. Round 1: Students were instructed to open their blue folders and work through the worksheet as a group. They had about 10 minutes to complete this task. When they had completed the worksheet, they were asked to put it in the yellow folder.

4. Round 2-4: Students then moved clockwise to the next station. They repeated the activity, by taking a worksheet out of the blue folder and working on that worksheet as a group. After 10 minutes, the groups removed form the yellow folder, they described any differences and similarities between the two groups and then put the sheet describing your similarities and differences in the RED folder. They then put their group's and the preceding groups' answers back in the yellow folder. After each round (about 10-15 minutes), the group moved on to the next circuit.

5. For the fifth and final round, the groups repeated the activity. After reviewing all completed sheets in the yellow folder AND the red folder they prepared to report out to the entire class what you saw in the worksheets, including what answers were given and what disagreements were there between the groups.

6. Each group reports out the differences observed between groups' answers. The instructor/facilitator may relate these differences to different concepts covered in class.

This activity gave groups a chance to come to their own conclusions, without influence from other groups. This led to different groups having very different discussions about the topic. This activity also enabled groups to see the different conclusions to which other groups had come.
Students do not always like moving around the room, but movement did keep them engaged.

Rebecca Cheezum
cheezum@oakland.edu
Implemented into HS 450: Laws, Values, and Healthcare

APPENDIX 15 – SAMPLE OF AN E-BLAST WEEKLY SCHEDULER

Next Week at CETL

MON JAN. 13	**CLICK TO REGISTER FOR THE WORKSHOP** **Empowering Students to Learn** Judy Ableser, Director of CETL How can we shift from teacher-centered instruction to student-centered learning? Join this discussion and learn about the conference on this theme. *12:00-1:30 p.m.*
TUES JAN. 14	
WED JAN. 15	**CLICK TO REGISTER FOR THE WORKSHOP** **The New York Times in the Classroom** Mike Mooney, New York Times Representative New York Times representative Mike Mooney shows how the newspaper can partner with faculty to open the news world to students. Lunch provided. *12:00-1:30 p.m.* **High Impact Practice Grant** **Proposals Due January 15**
THURS JAN. 16	**CLICK TO JOIN THE COFFEE AND CONVERSATION** **Power and Gender** How does gender affect the "power play" in the classroom and among colleagues at the university? Coffee provided. *12:00-1:30 p.m.*
FRI JAN. 17	

SEE ALL WORKSHOP FLYERS

SEE UPCOMING COFFEE AND CONVERSATIONS

ANNOUNCEMENTS

❑ CETL's Winter 2014 Newsletter, sent January 2, reviews initiatives that closed out the year and outlines all that is to come in 2014. Click here to see the newsletter.

❑ Ready to join a Learning Community? Learning Community applications are due January 15. Click here to fill out the application.

UPCOMING EVENTS	**Mini-Lilly Conference: Take 2** **Faculty Presentations on January 30**
	Eighth Annual Teaching and Learning Conference **Proposals Due February 7**

APPENDIX 16 – CALL FOR PROPOSALS: INNOVATIONS IN TEACHING GRANT

Center for Excellence in Teaching and Learning (CETL)
Proposal for
Innovations in Teaching and Scholarship of Teaching and Learning (SoTL) Grant

Applications are due by Friday, March 14th 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, March 6th at 12:00-1:30 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 with a focus on the scholarship of teaching and learning.
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 installments; $1,000 will be provided at the beginning of the grant (summer) and the remaining $2,000 will be given upon submission of the final report.

Purpose:
Awards are meant to give faculty time and funding to work on instructional improvement projects in their field that involve activities and time beyond the teaching preparation normally expected of faculty. The award will also focus on a project to examine, reflect on and evaluate your own teaching practice as a result of these innovations. It is expected that the project will be implemented and assessed within the next academic year. During this period, applicants may not be working on any other funded 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: (Open to Full and Part-Time Faculty)
Tenure-track, tenured faculty, full-time teaching instructors (i.e. special instructors, full-time adjunct and visiting professors), special lecturers and part-time instructors who have been taught a minimum of 24 credits at Oakland may apply for the grant. Each application must be supported (signature on cover sheet) by the applicant's chair/program director. Two or more faculty working collaboratively may submit a proposal for a single fellowship with division of payment for each participant indicated.

Project Requirements:
1. **Proposal**- as outlined
   a. Cover page- with signature of chair/dean
   b. Proposal- up to 3-5 pages
2. **Proposal acceptance 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 2014-Winter 2015 or for new courses, please list expected implementation date.
5. **Scholarship of Teaching and Learning**- how you will reflect on and assess the impact of "innovations"? How will you disseminate your findings?
6. **Final Report**- submitted **within one semester** following course implementation.-
   a. Length- 3-5 pages
   b. Remaining $2,000 will be provided at this time
   Report to include:
      i. Summary of project
      ii. Examples of innovations used to increase engagement, active learning, meeting learning outcomes and student success.
      iii. Results of course evaluation
      iv. Analysis and discussion of evaluation
      v. Dissemination of results
      vi. Next steps and follow-up
7. **Dissemination of Project**- You will be expected to share the results of this project through a presentation at CETL and are encouraged to present or publish elsewhere.

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

1. **Description of the need for the design or redesign of the course**. Why 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. **Scholarship of Teaching and Learning.** Include a proposed assessment plan that will evaluate the outcomes of the course or project on the quality of student learning resulting from the new approach to teaching developed with this fellowship and your reflections on this process.   Multiple methods of evaluation are encouraged. Evaluation measures might include midterm assessments, peer reviews, student focus groups, pre-and post-tests, questionnaires, end of term student ratings, interviews, samples of student work, reflective student writing, etc. Include how you plan to disseminate this information (including the possibility of seeking IRB approval if you plan to publish your results).

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 14th, 2014..

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. Effective practice research should be cited.
(20) Potential impact: potential for enhancing student engagement, active learning, meeting learning outcomes and increasing student success.
(20) Scholarship of Teaching and Learning: appropriateness and effectiveness of the proposed evaluation process in evaluating the impact of the project on student learning. Outlines how the results will be disseminated.
(10) Time Commitment: Clear evidence that significant time (beyond the normal course preparation time) will be devoted to planning, implanting and assessing this course.

APPENDIX 17 – CALL FOR PROPOSALS: HIGH IMPACT PRACTICES GRANT

Introduction*:
Research indicates that certain "high impact educational practices" when integrated into the teaching and learning environment can significantly impact student engagement, learning, and retention. The office of the Senior Associate Provost is pleased to announce grants that will allow faculty to integrate high impact activities into their undergraduate courses. High impact practices include: student/faculty research, learning communities, service learning, study abroad (short or long-term), internships, and senior culminating experiences.

These practices involve several key elements such as common readings, group projects, high performance expectations, investment of student effort over an extended period of time, interactions with students and faculty on substantive matters, experiences with diversity, constructive feedback, structured opportunities to reflect and integrate learning, real-world applications, and public demonstrations of competence.

Proposals must include the use of high impact practice(s) and detail how the HIPs will be implemented and evaluated.

Grants will be determined based on levels of involvement:

- Grants up to $3000 will be available to individual faculty; $5000 for a collaboration between two or more faculty
- Grants up to $7500 will be available to departments that want to redesign all sections of a course or courses

Purpose:
Awards are designed to provide faculty with the resources to implement high impact practices into the section(s) of courses they are teaching or to allow a department the opportunity to redesign entire courses. Proposals for new courses or significant course redesign should be based on high impact practices that involve new and innovative ways of engaging students. It is expected that the project will be developed, implemented, and assessed within the next calendar year. During this period, applicants may not be working on any other funded project similar to the proposed project (though e-LIS, CETL, or department).

Funds are to enhance existing courses or develop new courses that engage students and should not be used to advantage individual faculty or students (e.g., study abroad scholarships.) Faculty may use funds for development compensation (not release time) and/or for items such as student labor directly related to development, curricular materials, etc. The purchase of related equipment should be for resources needed to carry out the development or implementation of new practices in the course(s). Student wages are not intended as

compensation for instruction. If you have questions regarding whether to include a particular expenditure please contact us to discuss it.

*   From "*Ensuring Quality & Taking High-Impact Practices to Scale*" by George Kuh and Ken O'Donnell

Eligibility:

Tenure-track, tenured faculty, and full-time teaching instructors (i.e., special instructors, full-time adjunct and visiting professors) or department chairs/program directors may apply for the grant. Part-time faculty may serve as collaborators on a 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 grant.

Project Requirements

1. Proposal as outlined
   - Cover page with signature of chair/director
   - Proposal 3-5 pages
2. Proposal Due Date is January 15, 2014
3. Redesign planning and development – Spring and Summer 2014
4. Course implementation – Fall 2014 or Winter 2015
5. Final report – submitted within one semester of course implementation
   Includes:
   - Summary of project
   - Examples of High Impact Practices used
   - Results of course assessment
   - Analysis and discussion of assessment
   - Follow-up
6. Dissemination of Results – you will be expected to present the results at the next possible OU Retention Conference and are encouraged to also present or publish elsewhere.

Project Proposal:

Proposal should be three to five pages, double –spaced and should address:
1. Description of the need for the design or redesign.
2. Description of the project – How does the introduction of high impact practices address the need in item 1? In what way does the new design differ from existing practice.
3. High Impact Practices – Explain how HIPs will be integrated into the course.
4. Impact on learning – Describe how you expect this project to improve student engagement and student success.

5. Assessment – include a proposed assessment plan. Multiple methods of assessment are encouraged.
6. Budget- Detailed outline of how funds will be used.
7. Timeline – Include the proposed timeline for the project from preparation and planning to final report. Please include the percentage of the faculty participants' time that will be devoted to the project.

Application Procedures:

The applicant must sign the proposal cover sheet and give relevant contact information, obtain signatures of the department chair/director. The proposal should be submitted electronically to cetl@oakland.edu. Applicant name(s) should not appear on any page of the proposal other than the cover sheet.

Deadlines

Completed applications are due by 5:00 on January 15, 2014

Selection Process:
(20 points) Problem/need statement – Degree to which the redesign and development address a significant learning issue and likelihood of success
(30 points) Use of high impact practices – Degree to which practices are innovative and pedagogically sound; degree to which high impact practices are integrated into the course/section
(20 points) Potential impact – Potential for enhancing student engagement, meeting learning outcomes, and leading to student success
(15 points) Assessment – Appropriateness of planned assessment processes
(15 points) Time commitment – Clear evidence that significant effort will be devoted to planning the course redesign, implementing the course, and assessing the outcome of the redesign on student learning + Detailed Budget of how funds will be spent