



Senate Teaching & Learning Committee

**Oakland University
Teaching and Learning Committee
Annual Report
2023-2024**

Co-Chairs

Changiz Mohiyeddini (SOM)

Tammy Grace (SBA)

Date: May 30, 2024

2023-2024 Teaching and Learning Committee Members:

Changiz Mohiyeddini, Co-chair, 2021-2024

Tammy Grace, Co-chair, 2022-2025

Linda Doornbos, 2023-2026

Amany Tawfik , 2023-2026

Lance Markowitz , 2023-2026

Subha Bhaskaran, 2023-2026

Robert Del Greco, 2023-2026

April Thomas-Powell, 2023-2026

Dan DelVescovo, 2022-2025

Lynda Poly-Droulard, 2021-2024

Elena Borrelli, 2023-2026

Kate Huttenlocher, 2021-2024

The Senate Teaching and Learning Committee (TLC) is a university senate committee dedicated to promoting the teaching function and the learning process. To this end, the committee sponsors incentives for good teaching and significant ideas and approaches to teaching and learning.

The Teaching and Learning Committee awards Educational Development Grants and 3 university-wide teaching awards: Teaching Excellence by Non-tenured faculty, Teaching Excellence by Tenured faculty, and Excellence in Online Teaching. As a standing committee of the university senate, the TLC initiates campus-wide projects to provide a more structured outlet for reflection on both the teaching and learning process and the aspirations and accomplishments of the teaching profession.

The 2023 – 2024 Committee Meetings

The committee primarily carried out its duties online and asynchronously during the academic year via email and utilized tools such as Google Drive. From August 2023 to April 2024, the committee convened monthly to fulfill its responsibilities.

Teaching Excellence Awards: A call for nominations flyer for the Teaching Excellence Awards was crafted and disseminated with the assistance of committee members. Nomination materials, including a digital flyer, social media-friendly posts, and a PowerPoint slide, were distributed via email to all department chairs, various faculty and staff who regularly interact with students (e.g., first-year advisors, tutoring center staff, honors college members), members of student congress, as well as to the presidents and advisors of all OU student organizations. The nomination process was also promoted on our OU website, CETL’s listserv, and through the Provost’s Friday announcements. A link to the TEA nomination form, accessible under the “Student” menu in Moodle, was initially introduced in early Fall for the 2021-2022 award cycle, and reintroduced in late Winter to commence advertising for the 2023-2024 award.

The committee utilized the same Google form as in previous years for the nominations process but made the decision to allow self-nominations. The rationale behind this decision was to recognize excellence in teaching beyond solely relying on nominations. Therefore, a new form was created and implemented on the TLC’s homepage.

Extension of application deadline: Due to a shortage of nominations by November 2024, the Senate TLC convened on November 16 and unanimously agreed to extend the deadline for submitting nominations for the Teaching Excellence Award to December 8, 2023. This proposal was communicated to and endorsed by the Provost's office.

In total, TLC received 32 faculty nominations and self-nominations from various schools and colleges across campus, including the College of Arts & Sciences, School of Engineering and Computer Science, School of Medicine, and the School of Health Sciences. Among these, 23 faculty chose to submit materials to apply for the three awards. Specifically, 12 faculty applied for the tenure-track teaching award, 8 for the non-tenured teaching award, and 3 for the Online teaching award, respectively. Both the total number of nominees and the number of applicants who ultimately applied for the Teaching Excellence Awards increased from the previous year, when 13 faculty applied for the TEAs.

Co-chair Changiz Mohiyeddini spearheaded the organization of the review process with committee members via email and Google Drive to facilitate asynchronous reviews. In addition, he conducted an online workshop for all candidates on December 8, 2023 to brief them on the Senate TLC's role, operations, available awards, eligibility criteria, and evaluation process. Additionally, Co-chair Mohiyeddini coordinated the organization of applicants' data for review, allocated applicants to committee members for assessment, and compiled reviewers' scores. Co-chair Mohiyeddini drafted the summary paragraphs for the 3 TEA winners, which were forwarded to the Provost's Office for use on Founders Day.

The same process and review materials used in 2022–2023 were employed. Each applicant's file underwent assessment by two committee members from different colleges or schools than that of the applicant. Ratings were assigned on a 1-9 scale across three categories: teaching style, impact on student learning, and continued professional growth. Committee members were tasked with evaluating up to 5 candidates without affiliation to their respective school.

During TLC committee meeting on Thursday, January 18, the committee deliberated on the candidates and their scores, followed by separate votes for each award category. The finalists garnered unanimous confirmation from all attendees. Notably, Dr. Tawfik and Dr. Elena Borrelli, two committee members, did not assess any candidates. Dr. Tawfik was on an international research/conference trip, while Dr. Elena Borrelli did not respond to any emails, invites, or

reminders. Subsequently, TLC co-chairs assumed the responsibility of evaluating the candidates assigned to Dr. Tawfik and Dr. Borrelli.

The final data revealed a clear winner in one of the three awards – the Online award. However, the TLC recommendations submitted to the Provost's office on January 19, 2024, disclosed that the candidate for the "Excellence in Teaching for Tenure-Track, Special Instructor, Visiting Faculty, and Adjunct Instructor" award, Dr. Engle, did not hold tenure-track status¹. Consequently, TLC was instructed to review its recommendations.

TLC members were promptly notified and presented with two voting options:

1. Exclude Dr. Engle from the award, with the tenure-track award being granted to the next candidate.
2. Exclude Dr. Engle from the tenure-track award and consider him in the non-tenure track category. The tenure-track award would then be bestowed upon the subsequent candidate.

Option two garnered majority support from TLC members. Consequently, TLC revisited its recommendations for both award categories, as each category comprised two candidates with equal points. TLC members were tasked with voting for the most suitable candidate for each category and were provided with candidates' dossiers. Initial rounds of voting resulted in a tie between the candidates for both award categories. However, a second round of voting determined the finalists.

- Excellence in Teaching for Tenure-Track, Special Instructor, Visiting Faculty, and Adjunct Instructor Award: Dr. Scott Tiegs
- Excellence in Teaching for Non-Tenure Track Faculty Award: Dr. Randall Engle

This procedure did not affect the nomination for the Excellence in Online Teaching Award (part-time and full-time faculty), which was recommended to be awarded to Marshall W. Kitchens, Ph.D. Associate Professor, Department of Writing and Rhetoric. College of Arts and Sciences.

Teaching Excellence Nominees Luncheon:

¹ The Need for Procedural Revisions

It is crucial to acknowledge that TLC cannot ascertain the employment status of candidates. The existing procedure requires candidates to determine the award category for which they wish to be considered. This choice implies that candidates should align with the appropriate category based on their status. To prevent confusion of this nature, it is recommended to revise the application form and request candidates to confirm their employment status, with the consequence that false classification may lead to exclusion.

The Committee hosted a luncheon on January 5th, 2024, to honor all Teaching Excellence nominees and applicants, encouraging their pursuit of the award. The event was also streamed live via Zoom for nominees and committee members unable to attend in person but who wished to participate virtually. Co-Chairs Mohiyeddini and Grace served as hosts for the Nominees luncheon, where each nominee received a signed certificate in recognition of their nomination.

During the ceremony, Associate Provost Nivedita Mukherji delivered remarks, followed by a presentation from Co-chair Mohiyeddini. In his presentation, he introduced a theoretical and evidence-based model illustrating the connection between faculty and staff recognition, their well-being, dedication, institutional loyalty, and impact on students' education, consequently contributing to national and international acknowledgment for Oakland University. Additionally, he proposed the creation of three new award categories. The Senate TLC unanimously endorsed Co-chair Mohiyeddini's suggestions in February, acknowledging that these new awards could cultivate a fair and dynamic academic environment. Such an environment would bolster morale among faculty and staff, increase productivity, enhance institutional loyalty and pride, and ultimately translate into heightened dedication to the learning experience of students. Co-chair Mohiyeddini submitted the suggestions for these three new awards to Provost's office on May 01, 2024. The suggestions are:

1. Future Educational Leaders Award: Recognizing junior faculty members on both tenure track and non-tenure track for their excellence in teaching.

The aim of this award is to acknowledge the contributions of junior faculty members (within the first 5 years of their initial academic appointment) in shaping the future of education. Junior faculty bring fresh perspectives, innovative teaching methods, and a passion for learning to Oakland University's community. This award not only serves as a motivational factor for these emerging educators, but also helps to cultivate a supportive and collaborative atmosphere that is essential for the growth and evolution of educational practices.

2. Teaching Stewards Award: Acknowledging Staff Excellence in Educational Management

Teaching is not solely created and delivered by the instructor who stands in front of students in the classroom. Our teaching is supported by staff who often work behind the scenes, ensuring the smooth functioning of various administrative and support systems that contribute to the overall success of the educational environment. By acknowledging staff excellence in educational management, the award recognizes the importance of their efforts in creating an environment conducive to learning.

3. Teaching Support Award: Honoring the Contributions of Student Teaching Assistants

The Teaching Support Award celebrates the invaluable contributions of student teaching assistants to the learning experience. These individuals play a crucial role in supporting

faculty and staff and make significant contributions to the educational experience of their peers. The award recognizes their commitment to fostering a collaborative learning environment, often going above and beyond their academic responsibilities. This award validates their efforts and encourages a culture of mentorship and collaboration within the student body.

Educational Development Grants (EDGs): Grants are issued on a rolling basis, with no set deadline for proposal submission. Information about the application process can be found here: <https://oakland.edu/senate/tlccommittee/> . However, in this cycle TLC did not receive any applications.

Committee Chair Checklist: Co-chair Changiz Mohiyeddini has updated the “Committee Chair Checklist” that will be saved in the senatetlc@oakland.edu Google Drive as a Google Doc. The list is updated and organized by month in the academic calendar to help future committee chairs.

Additional TLC activities

During a meeting on August 15, 2023, hosted by Associate Provost for Faculty Affairs Dr. Mukherji and Associate Provost for Operations Banes-Berceli, the Senate TLC was assigned the responsibility of addressing the following issues:

- “1. The charge of the Senate Teaching and Learning Committee was developed when CETL did not exist. We recommend that the charge be reviewed by the committee to make sure that the TLC and CETL are not duplicating efforts.
2. As the TLC evaluates its charge, it may consider the question of developing and monitoring a university-level instrument for evaluating teaching effectiveness. It is recommended that it reviews the recommendations of the task forces led by Judy Ableser and brings a proposed university-wide instrument for review by the faculty. Once an instrument is developed, the committee will review and revise it periodically.
3. The TLC will provide oversight of how teaching effectiveness is defined, promoted, and evaluated institutionally to ensure that faculty are not receiving conflicting messages. As the committee defines teaching effectiveness and excellence, it will help CETL and eLIS to ensure that their programs are aligned with those and that the criteria for teaching awards are consistent as well.
4. The TLC may suggest recommendations for how effective teaching and active participation in professional development related to teaching are encouraged. For example, suggest professional development recommendations for new faculty and faculty teaching online courses for the first time ...”.

Following this directive, Co-chair Mohiyeddini briefed the TLC in September 2024, and the committee resolved to establish three task forces to address these issues. Taskforce 1, led by Co-chair Grace, was tasked with addressing Task 1. Taskforce 2, led by Co-chair Mohiyeddini, was charged with addressing Tasks 2 and 3, and Taskforce 3, led by Co-chair Grace, was tasked with addressing Task 4.

Furthermore, Co-Chair Mohiyeddini notified Dr. Hosch (CETL) on November 17 about the establishment of these task forces and extended an invitation to her and her team to join (Appendix

1). On November 29, Dr. Hosch responded "We would definitely like to be involved in discussions. Have these charges been formally approved? I have some concerns regarding the wording and whether it matches with the intentions that we had discussed previously...especially "oversight," "monitor" and what "defining" means. ..."

Subsequently, Co-chair Mohiyeddini met with Dr. Hosch on December 4, 2023, during which Dr. Hosch expressed concerns regarding the agenda for Taskforce 2. She indicated her intention to meet with Associate Provost for Faculty Affairs Dr. Mukherji to seek clarification on the agenda. Dr. Hosch proposed suspending the activities of Taskforce 2 until after her meeting with the Provost's office, as she believed the agenda of Taskforce 2 encroached upon the authority of CETL. She asserted that CETL was the sole subject matter expert and should therefore oversee Taskforce 2's agenda.

Co-chair Mohiyeddini then briefed the TLC on Dr. Hosch's concerns and her plans to engage with the Provost's office in the subsequent committee meeting. It was resolved to halt the progress of Taskforce 2 until further clarity was obtained. However, despite this decision, Taskforce 2 continued to convene and explore various ideas regarding the establishment of a university-wide teaching evaluation. Notably, Dr. Hosch did not provide feedback to Co-chair Mohiyeddini up to the present date. Neither she nor any member of her team ever responded to the invitation to join any of the task forces.

Consequently, the TLC resolved in April 2024 to postpone the agenda for Taskforce 2 to the following year.

The reports from all three taskforces are appended (appendix 2).

Suggestions / Notes for 2024-2025:

- Teaching Excellence Award Deadlines: It may be prudent for committee members to discuss the minimum number of applications required to justify postponing the deadlines. Generally, November 15th appears to be a reasonable cutoff.
- In the upcoming academic year, the committee could explore enhancing efforts to advertise the Teaching Excellence Awards to students and promote Educational Development grants more effectively campus-wide.
- Consideration of Notification for Non-Winners of the Teaching Excellence Award before Founders Day: While acknowledging that the Provost's Office oversees communication of the Teaching Excellence Award, the committee receives inquiries from applicants between the submission deadline and Founders Day regarding the announcement of winners. Although the committee informs applicants that winners will be announced on Founders Day and that the Provost's Office will notify them if they win, it may be worthwhile to explore whether non-winning applicants can/should be notified before the event to preempt such inquiries.

Concluding remarks:

In 2023-2024, the Teaching and Learning Committee (TLC) engaged in substantial work, going beyond simply issuing recommendations for awards and organizing luncheons. The committee dedicated many hours and made significant contributions to teaching and learning, such as proposing additional awards and presenting a theory and evidence-based rationale for these recommendations. The co-chairs exceeded expectations, spending weeks of their time to transform the TLC into a committee that significantly enhances the teaching and learning culture at Oakland University. These efforts highlight the committee's impactful role in improving educational practices.

It is essential to recognize that the TLC is a faculty-run senate committee whose independence should be respected. The committee should focus on collaboration rather than becoming involved in disagreements over responsibilities. Cooperation between TLC and CETL is crucial and should be based on a collegial mindset. The TLC should respect the work of the CETL and seek input where appropriate, while the CETL should acknowledge that it cannot assume oversight over responsibilities that are genuinely faculty matters. This balance is vital to upholding the principles of academic freedom and shared governance. By fostering such a collaborative and respectful environment, both TLC and CETL can effectively contribute to the university's teaching and learning mission without infringing on each other's domains or disrupting the principles that guide faculty governance.

Respectfully submitted.

Changiz Mohiyeddini (co-chair)

Tammy Grace (co-chair)



Changiz Mohiyeddini <mohiyeddini@oakland.edu>

Re: TLC charges and task forces

1 message

Changiz Mohiyeddini <mohiyeddini@oakland.edu>

Wed, Nov 29, 2023 at 5:31 PM

To: Sarah Hosch <hosch@oakland.edu>

Excellent. I am in 410 O'Dowd Hall.
Best regards,
Changiz

Changiz Mohiyeddini, Ph.D.

*Professor, Department of Foundational Medical Studies
Course Director of Behavioral Medicine & Psychopathology
Pronouns: [He, His, Him](#)*

Oakland University William Beaumont School of Medicine
410 O'Dowd Hall
586 Pioneer Drive
Rochester, MI 48309-4488
Office Phone: 248-370-3905

On Wed, Nov 29, 2023 at 4:36 PM Sarah Hosch <hosch@oakland.edu> wrote:

Sounds great! Let me know where!

On Nov 29, 2023, at 2:23 PM, Changiz Mohiyeddini <mohiyeddini@oakland.edu> wrote:

I can meet on Monday at 11:30. Maybe we can meet in my office.
Best wishes,
Changiz

On Wed, Nov 29, 2023 at 2:18 PM Sarah Hosch <hosch@oakland.edu> wrote:

Ah, yes. I must have missed the email. I talked to her a bit about it, and she seemed open to making some adjustments. Could you meet Monday, between 11-1 perhaps?

On Wed, Nov 29, 2023 at 2:15 PM Changiz Mohiyeddini <mohiyeddini@oakland.edu> wrote:

Hi Sarah,
The charges are from Nivedita that she emailed to us after the meeting on August 15. I did not edit them.
The task forces are supposed to report to TLC in February so we can vote and finalize them in March. I am on campus next week and happy to meet and discuss.
Best wishes,
Changiz

Changiz Mohiyeddini, Ph.D.

Professor, Department of Foundational Medical Studies
Course Director of Behavioral Medicine & Psychopathology
Pronouns: [He, His, Him](#)

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On Wed, Nov 29, 2023 at 2:06 PM Sarah Hosch <hosch@oakland.edu> wrote:
Hi Changiz,

We would definitely like to be involved in discussions. Have these charges been formally approved? I have some concerns regarding the wording and whether it matches with the intentions that we had discussed previously...especially "oversight," "monitor" and what "defining" means. I just got back from a conference and had multiple conversations with other schools who successfully worked together to implement changes in course evaluations. These efforts consistently involved the teaching and learning centers (who are subject knowledge experts) and participants from all units on campus. I would love to share what I learned at some point to inform next steps.

What is your timeline?

Sarah

On Fri, Nov 17, 2023 at 10:59 AM Changiz Mohiyeddini <mohiyeddini@oakland.edu> wrote:

Hi Sarah,

Following the charges that TLC received from the Provost's office, we have created three task forces to address each charge. I have enclosed the details of the charges. Please let me know if you or any of your colleagues wish to join any of these task forces.

Best wishes,

Changiz

TLC Charges:

1. The charge of the Senate Teaching and Learning Committee was developed when CETL did not exist. We recommend that the charge be reviewed by the committee to make sure that the TLC and CETL are not duplicating efforts.

2a. As the TLC evaluates its charge, it may consider the question of developing and monitoring a university-level instrument for evaluating teaching effectiveness. It is recommended that it reviews the recommendations of the task forces led by Judy Ableser and brings a proposed university-wide instrument for review by the faculty. Once an instrument is developed, the committee will review and revise it periodically.

2b. The TLC will provide oversight of how teaching effectiveness is defined, promoted, and evaluated institutionally to ensure that faculty are not receiving conflicting messages. As the committee defines teaching effectiveness and excellence, it will help CETL and eLIS to ensure that their programs are aligned with those and that the criteria for teaching awards are consistent as well.

3. The TLC may suggest recommendations for how effective teaching and active participation in professional development related to teaching are encouraged. For example, suggest professional development recommendations for new faculty and faculty teaching online courses for the first time.

Appendix 2: Task forces report

Task force 1 (led by co-chair Grace) dealing with Charge 1: The charge of the Senate Teaching and Learning Committee was developed when CETL did not exist. We recommend that the charge be reviewed by the committee to ensure that the TLC and CETL are not duplicating efforts.

To meet Charge 1, the subcommittee developed the following action plan:

1. Review the charges of TLC
2. Review the charges of CETL
3. Identify duplication of effort

The TLC charges from <https://www.oakland.edu/senate/committee-charges/> are to:

1. Promote the teaching function and the learning process by sponsoring incentives for good teaching and by publicizing within the University significant ideas and approaches to teaching and learning
2. Provide for a more structured outlet for reflection on both the teaching and learning process and the aspirations and accomplishments of the teaching profession

The CETL charges from [CETL Year in Review: Annual Report \(2022-2023\)](#) are to provide:

1. Practical teaching strategies:

- A. Provide opportunities, support and encouragement for faculty to learn evidence-based, inclusive, and high-impact teaching practices through targeting programming
- B. New Faculty Orientation Program, training on tenure-promotion, campus resources, and teaching & learning
- C. Faculty Handbook, online resource guide for faculty
- D. Workshops on pedagogy development and teaching strategies such as Universal Design for Learning (UDL) principles, active learning, case-based learning, and collaborative learning
- E. Workshops on foundational components of teaching, including inclusive teaching, syllabus development, learning outcomes, course design, information and communication technologies, and assessment
- F. Provide individual consultations
- G. Provide customizable training for departments or larger groups, from 15-minute spark shops to full day training
- H. Publish blog posts related to practical teaching strategies

2. Responsive programming:

- A. Use institutional and faculty-driven priorities to adapt our programs to changing teaching and learning needs
- B. Collaborate with campus partners including e-LIS, Dean of Students, libraries, CEME, etc.
- C. Sponsor special event speakers based on current topics or expressed interest of faculty
- D. Participation in campus initiatives that support student success through teaching and learning
- E. Provide accessible programming in online, in person, and asynchronous modalities

- F. Publish blog posts related to timely topics
- G. Support faculty groups in topics of interest through learning communities, trainings, and other learning opportunities

3. Research:

- A. Support and encourage faculty to engage in scholarship of teaching and learning (SoTL) activities through funding, project mentorship, and dissemination of findings
- B. Provide funding opportunities with Senate Committee on Teaching and Learning
- C. Provide individual consultations on projects, grant proposals, publishing work
- D. Promote scholarly teaching activity by curating teaching and learning conferences, journals, and other forms of dissemination
- E. Showcase efforts of faculty through hosted talks, acknowledgement in newsletters and through our website
- F. Advance CETL higher education and SoTL research activities

4. Institutional Value:

- A. Promote an institutional culture that recognizes and rewards excellence in teaching and learning, and participation in professional development.
- B. Support the Senate Committee on Teaching Excellence awards through engagement and hosting presentations by winners
- C. Sponsoring campus-wide events with value to all faculty and administration
- D. Develop and lead faculty institutes/academies that are supported by administrative funding and recognition

5. Community Building:

- A. Provide and lead opportunities for faculty and staff to engage with one another and build leadership skills.
- B. Support faculty learning communities, faculty development institutes, and/or teaching academies
- C. Select and work with Faculty Fellows on leading projects to support innovations in teaching and learning
- D. Online engagement opportunities
- E. Campus wide events

Response to Charge 1:

The TLC and CETL are not duplicating efforts. The Teaching and Learning Committee brings faculty together to establish the standards of excellence in teaching and learning, whereas the Center for Excellence in Teaching and Learning promotes those standards (see above).

It is recommended that the TLC and CETL continue to collaborate to provide a structured outlet for reflection on both the teaching and learning process and the aspirations and accomplishments of the teaching profession; and promote the teaching function and the learning process by sponsoring incentives for good teaching and by publicizing within the University significant ideas and approaches to teaching and learning.

Taskforce 2 (lead by Co-chair Mohiyeddini) dealing with Charge 2 and 3

To implement a teaching evaluation system that accommodates the unique needs of each department and school while enabling cross-school comparisons, the following procedure can be followed:

1. **Needs Assessment:** Conduct a comprehensive needs assessment to understand the specific requirements and priorities of each department and school regarding teaching evaluation. This may involve surveys, focus groups, or interviews with faculty, students, and administrators to identify key evaluation criteria and concerns.
2. **Establish Core Evaluation Components:** Define a set of core evaluation components that will be common across all departments and schools. These core components should encompass fundamental aspects of teaching effectiveness, such as course organization, communication, engagement, and assessment.
3. **Customization for Departments and Schools:** Allow each department and school to customize the evaluation process by adding specific questions or sections tailored to their unique teaching contexts, disciplinary standards, and pedagogical approaches. This customization can include questions related to course content, teaching methods, learning outcomes, and department-specific priorities.
4. **Standardized Generic Component:** Implement a standardized generic component that remains consistent across all evaluations to facilitate cross-school comparisons. This generic component can include questions that capture broader aspects of teaching quality applicable to all disciplines, such as instructor accessibility, responsiveness to student needs, inclusivity, and overall satisfaction.
5. **Collaborative Development:** Encourage collaboration among departmental and school stakeholders, faculty members, instructional designers, and assessment experts to develop and refine evaluation instruments. This collaborative approach ensures that the evaluation process aligns with departmental goals, pedagogical philosophies, and assessment practices.
6. **Pilot Testing and Feedback:** Conduct pilot testing of the evaluation instruments in select departments and schools to gather feedback from faculty and students. Use this feedback to refine the instruments, address any concerns, and ensure clarity and relevance of the questions.
7. **Training and Support:** Provide training and support for faculty and students on the purpose, process, and administration of the teaching evaluation system. Offer resources, workshops, and guidelines to help faculty design effective evaluation questions and interpret evaluation results.
8. **Data Analysis and Reporting:** Collect and analyze evaluation data to generate actionable insights at the departmental, school, and institutional levels. Utilize statistical analyses and qualitative methods to identify trends, strengths, areas for improvement, and disparities across departments and schools.

9. Feedback and Continuous Improvement: Share evaluation results with faculty, departments, and schools in a timely and transparent manner. Encourage constructive dialogue and reflection on the findings to support ongoing pedagogical enhancement and continuous improvement efforts.

10. Periodic Review and Evaluation: Conduct periodic reviews of the teaching evaluation system to assess its effectiveness, relevance, and alignment with institutional goals. Solicit feedback from stakeholders and make adjustments as needed to ensure the system remains responsive to evolving needs and priorities.

Taskforce 3 (led by co-chair Grace) dealing with charge 4:

Charge 4: The TLC may suggest recommendations for how effective teaching and active participation in professional development related to teaching are encouraged. For example, suggest PD recommendations for new faculty and faculty teaching online courses for the first time.

To meet Charge 4, the subcommittee developed the following action plan:

1. Determine how CETL and eLIS differ with respect to PD
2. Provide a PD example for new faculty
3. Provide a PD example for faculty teaching online courses for the first time
4. Identify how PD is encouraged

CETL's efforts are targeted towards overall teaching effectiveness, inclusive teaching practices and building learning communities, whereas e-Lis provides technical LMS, software, and instructional design support. Both eLIS and CETL have comprehensive websites that make it easy for faculty to find PD. Based on the PD needed, faculty can self-direct to eLIS or CETL for support. Both eLIS and CETL use multiple modes of communication to encourage faculty to engage in PD. Additionally, eLIS and CETL are collaborative and work together to provide new or customized PD.

To ensure PD remains dynamic, the subcommittee suggests that the TLC continues to collaborate with eLIS and CETL to ensure that PD adapts as faculty needs change (e.g., during COVID, after the release of ChatGPT).

CETL's mission is to lead and cultivate inclusive, innovative and high-impact teaching practices and scholarship that enhance student learning whereas e-LIS offers software support, an online best practices course, instructional design help, and online program development assistance.

The subcommittee, taking on the role of a new faculty member, found that PD guidance is already in place. New faculty members should be encouraged to visit the CETL page and click the "New Faculty" link.

- Contact Us
- About CETL**
- Inclusive Teaching
- Workshops and Events
- Teaching Resources
- Year-long Programs
- Scholarly Teaching Opportunities
- OU Teaching Initiatives
- New Faculty**
- Chairs' Corner
- Graduate Student Series



ABOUT CETL

From this page, faculty can complete their on-boarding process, prepare their syllabus and begin building their course page.

NEW FACULTY

Welcome to Oakland University! Whether you are a tenure-track professor contributing your teaching, research and service or a part-time lecturer teaching a night class, we are privileged to have you join our community.

MEET OU'S NEWEST FACULTY

MEET WITH US

STEPS TO START THE SEMESTER STRONG FULL-YEAR ORIENTATION RESOURCES

Complete onboarding process with your hiring academic department.

Once you complete this process you'll receive your NetID and password, which you will need to access your OU email, course pages, and more. For more on hiring documents and policies, see HR's [New Faculty Resources](#) page.

Share your photo and bio.

Every year we welcome new faculty, highlighting the expertise coming to Oakland University. Access the [new faculty photo and bio form](#) for guidance. (Find out who is your [account manager](#) before [scheduling your free professional head shot](#)).

Prepare your syllabus.

In our [Syllabus Starter Guide](#) you'll gather OU syllabus resources, do some initial tinkering, and further develop your syllabi.

Begin building your Moodle course page. (Or at least learn about Moodle!)

OU uses Moodle as its learning management system, and all courses automatically receive a page. In our [Moodle Starter Guide](#), you'll be introduced to the basics and given a practice space.

Emergency Notification sign up.

Sign up for [Emergency Alerts - Oakland University Police Department](#). You'll need your Grizzly ID number (G##-###-####) to do so. This gives you the updates if there are any in-class emergencies and other emergencies.

Faculty can also view upcoming events and find helpful resources by clicking on the “Full-Year Orientation” link.

NEW FACULTY

Welcome to Oakland University! Whether you are a tenure-track professor contributing your teaching, research and service or a part-time lecturer teaching a night class, we are privileged to have you join our community.

MEET OU'S NEWEST FACULTY

MEET WITH US

STEPS TO START THE SEMESTER STRONG

FULL-YEAR ORIENTATION

RESOURCES

Orientation continues after our August event with the Teaching Toolbox Series

The Teaching Toolbox series focuses on foundational teaching practices, essential for newer instructors but great for all faculty new to OU. Topics will include active learning, motivation, implicit bias, assessment, and metacognition. We'll add these monthly events to your OU Google Calendar. Facilitated by CETL's Sarah Hosch and Christina Moore, unless otherwise noted.

Winter 2024 Events

- [Get Organized: Teaching Tech Habits & Survival Skills](#) - January 16, 3-4pm
- [Your Response Matters: How to Maintain Shared Trust amid Student Challenges](#) - February 13, 12-1pm
- [The "Case" for Cultivating Belonging](#) - March 14, 12-1pm
- [Get the Most Out of End-of-Semester Student Feedback](#) - April 4, 3-4pm



Fall 2023 Events

- [How Do I Keep Students Engaged? Active Learning and Motivation](#)
- [Implicit Bias in Teaching](#)
- [How Do I Know My Students Are Learning? Using Different Assessments](#)
- [How Do We Learn? Prompting Metacognition in Courses](#)

CETL encourages professional development via

- CETL's bi-weekly newsletter (through email marketing system);
- OU's official newsletter;
- Friday Announcements (Academic Affairs);
- social media (Facebook, LinkedIn, Instagram); and by
- cross promotional efforts with eLis (weekly/monthly newsletters).

The subcommittee, taking on the role of a faculty member teaching an online course for the first time, found that PD guidance is already in place. New faculty members should be encouraged to visit the E-Learning and Instructional Support page.

- Faculty and Staff Resources
- Support Services 
- Help Library 
- Supported Software Tools
- Policy and Compliance
- Online Programs and Courses
- About e-LIS
- GDPR Privacy Notice
- Podcast: Inclusive & Online

e-Learning and Instructional Support

Kresge Library, Room 430
100 Library Drive
Rochester, MI 48309-4479
([location map](#))
Office: (248) 805-1625

e-LIS Virtual Help Desk:
Monday - Thursday 8 a.m. - 8 p.m.
Friday 8 a.m. - 5 p.m.
Saturday 10 a.m. - noon
Help: (248) 805-1625

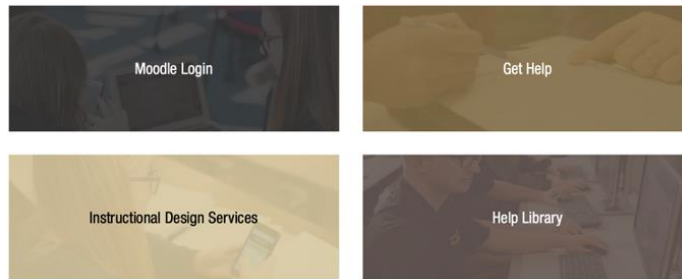
[Submit an online help ticket 24 hours per day](#)

E-LEARNING AND INSTRUCTIONAL SUPPORT

We are the Moodle people and much more!



e-LIS offers software support in addition to providing a variety of workshops, online program development assistance and a full service instructional design team. We are your online learning experts!

[Sign up for our monthly newsletter](#) for tech tips, important information and links to resources to support online learning at Oakland University.



From this page, faculty can click “Faculty and Staff Resources” to find multiple development opportunities.

Faculty and Staff Resources

- Support Services 
- Help Library 
- Supported Software Tools
- Policy and Compliance
- Online Programs and Courses
- About e-LIS
- GDPR Privacy Notice
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FACULTY AND STAFF RESOURCES

Program Development

Areas looking to start new [online programs](#) (fully, partially, HyFlex) or change current program modalities can get support by working with e-LIS. We provide initial market analyses using Lightcast Analyst, help conceptualize course delivery options, assist with navigating the governance process, and collaborate on developing program marketing strategies. Contact elis@oakland.edu for more information.

Instructional Design Services

e-LIS instructional designers (IDs) help faculty and staff increase engagement and ensure quality in their Moodle courses and eSpaces. Services include demonstrating best practices, reviewing course content, designing interactive lessons, improving digital accessibility, or in some cases collaborating with faculty to build entire courses.

Instructional Design Team Services Video

Schedule a [one-on-one consultation](#) to work with the ID team.

Faculty Development

e-LIS offers multiple development opportunities for OU faculty and staff who teach online:

- The [Quality Online Teaching Certification Course](#) provides a solid foundation for teaching online and an opportunity to more deeply explore online learning best practices.
- The [Online Course Review](#) provides a thorough review of your course using the [Online Course Quality Scorecard](#) to assess quality standards.
- The [Workshops](#) cover various topics and we can tailor sessions for department-specific needs.
- The [On-Demand Resources](#) span varying online learning and accessibility topics, course examples, teaching observation guide and discussion spaces.

e-LIS encourages professional development via

- the e-LIS Monthly Newsletter which informs faculty on workshop offerings, new help documents, and current issues;
- e-Lis committee members who report back to their academic units;
- custom or tailored workshops (faculty and department chairs can reach out to e-LIS (elis@oakland.edu or idteam@oakland.edu) to learn more about custom offerings);
- the eLIS section in the Provost's Friday Announcements newsletter;
- cross promotional efforts with CETL;
- events such as the Library Open House;
- the annual Excellence in Online Teaching Celebration; and
- the menus that appear at the top of Moodle.