OID DIRECTOR’S UPDATE
Anne Kelsch

As many of you know, I returned this fall to directing the Office of Instructional Development after a year of developmental leave. My thanks go both to UND for supporting my leave and to Jeff Carmichael for taking on the duties of the office during my absence. My leave was productive and rewarding. In addition to working on a leave project that involves best practices in faculty pedagogical development, I served as a senior fellow with the American Association of Colleges and Universities. This fall I am finishing a collaborative research project with AAC&U colleagues on state and national faculty development networks and the effective use of social media.

Like many offices on campus, the recent budget cuts had a significant impact on OID. Both Jeanne Boppre, who provided administrative support for OID, and Jana Diemert, who provided administrative support for the University Writing Program and OID, are no longer at UND. Jana is relishing retirement and pursuing some side ventures. Spending time with her grandson is her first priority. Jeanne is as enjoying more time to grandparent and volunteer. Many faculty and staff have expressed their gratitude for the generous and supportive spirit that both Jeanne and Jana brought to their decades of work at UND. They are greatly missed!

We are fortunate to have new colleagues join us. Narda Hamilton is working with OID on a part-time temporary basis. Narda has been instrumental in helping get the mentoring programs up and running this fall. We are also joined by Tsooane Mopalo, a doctoral student from Educational Foundations and Research, who is working as a graduate research assistant with the Alice T. Clark Mentoring Program. Among other things, Tsooane is bringing his expertise in data gathering and analysis to help us design better surveys for program improvement. You will find more about Narda and Tsooane on pages 2-3.

This fall the Alice T. Clark/UND Foundation Scholars Mentoring Program has 25 new tenure track faculty in the first year cohort and 10 in the second year cohort. Jeff and Deborah Worley are serving as program co-facilitators with me. OID is also offering a series of professional development opportunities for all faculty new to UND we are calling the Alice T. Clark Scholars Forum. Our intent is to offer additional support to colleagues new to teaching, whether they are in...
tenure track or non-tenure track positions. We hope you will help us get the word out as often instructors are difficult to reach using our usual communication strategies. You will find more information on the Forum series on page 3.

We are not able to offer some programs this year, including the On Teaching Seminar Series and Faculty Studies Seminars. Additionally, the On Teaching newsletter will come out twice during the academic year rather than monthly. So please check the OID webpage for information regularly and we’ll continue to post all our events in the University Letter. You can also follow me for electronic updates: I tweet at @OIDDirector.

Please let us know if we can be of any help as you think about your students and their learning. And we'd love to hear about innovative approaches you are taking or assignments that you think are working really well. A lot of excellent teaching goes on at UND and we are always pleased to help create connections and synergies that make the work of teaching more rewarding and effective.

Fall 2016
Introducing the Alice T. Clark New Scholars Forum
We offer this yearlong interactive faculty development series for all new faculty: full or part-time, tenure or non-tenure track, clinical faculty, adjuncts. No matter your title, if you teach at UND, we hope you will come!

Teaching Evaluation:
Documenting Your Teaching and Your Students’ Learning
Tuesday, Oct. 25  1:30-3:30pm
River Valley Room

What Are Undergraduate Students at UND Actually Learning? And how do we know . . .
Tuesday, Nov 29  1:30-3:30pm
River Valley Room

Teaching Statement Workshop
Tuesday, Jan 31  1:30-3:30pm
Swanson 10-12, 16-18

Additional monthly seminars will be scheduled in the spring, so plan to join us for the whole series.

Save these dates and see the OID webpage for more information.

Participants in the Alice T. Clark/UND Foundation Scholars Mentoring Program on a faculty retreat in Bemidji, MN. Please be sure to welcome your new colleagues!
Narda Hamilton Jack is a native of the Caribbean island of Jamaica. She has a Bachelor of Science degree in Computing and Information Technology from the University of Technology, Jamaica. Narda is currently pursuing a Master’s degree in Technology with a minor in Computer Science. In her tenure as a UND student she has served on various committees: as Feast of Nations coordinator for the International Organization in 2011, on the Association for Computing Machinery’s Committee on Women in Computing, on the Student Wellness Advisory Committee and also the Blue Ribbon Task Force at the UND Wellness Center. Narda volunteers at the North Dakota Museum of Art, and the Gospel Outreach Ministries Church as well as Special Olympics of North Dakota. She enjoys singing, cooking, spending time with family and travelling.

Tsooane Molapo is a Graduate Research Assistant in the Office of Instructional Development and a doctoral candidate in Educational Foundations and Research. He holds a Bachelor of Science degree in Agricultural Business as well as a liberal arts and sciences major in Economics from Iowa State University. Tsooane also completed a Master’s degree in Public Administration from University of Illinois at Springfield. His research interests include schooling and labor force participation among African American/African males in the United States. In particular, his research attempts to unveil deep-rooted barriers encountered by Black males who find themselves detached from both school and employment. In essence, his research hopes to understand how social, political and economic forces contribute to these males’ marginalized position in society. Tsooane is also interested in how college students self-assess and ultimately demonstrate intercultural competence.

**STUDENT FEEDBACK**

**Fall 2016**

**Get Midterm Student Feedback on Your Teaching:**

**Schedule an SGID in your classroom**

Arrangements for SGIDs (small group instructional diagnosis, a process for soliciting student feedback at midterm) can be made now. SGIDs are done by trained faculty who work as facilitators for the process in colleagues’ classrooms.

A facilitator will collect information from your students, write it up into a report for you, and provide you with student input regarding their learning at mid-semester, rather than waiting until semester's end when course evaluations are completed.

Furthermore, the interactive nature of the process can motivate students to think more carefully and deeply, so SGID feedback is often more thorough, providing you with a clear understanding of student perceptions. SGIDs are intended to be formative (i.e., for your own benefit as a teacher) and are not to be used for summative purposes (for an evaluation or promotion and tenure file).

For more information, visit the OID webpage (www.oid.und.edu), visit the “Programs” link and click “SGID.”
Event

UND Students’ Understanding of Diversity Issues: What We Know, Where We May Want to Go

Tuesday, October 18
1:00-2:00
Memorial Union: River Valley Room

Assessment data on UND students’ learning surrounding the Essential Studies goal of diversity was collected last year.

This event will allow for a discussion of these assessment results and what they might mean about the kinds of assignments, classes, and knowledge UND students should be getting about diversity issues.

Ideas the Essential Studies Committee has about how to address the assessment results through its curriculum will also be part of the discussion.

An Update on Writing Center Services
Shane Winterhalter

Most faculty are aware that the Writing Center is a place where student writers from across the disciplines can receive support at any stage of the writing process by working with and receiving feedback from trained writing consultants. Thanks to a dedicated staff and positive word of mouth from both students and faculty advocates, the Writing Center set new records for student usage in 2015-16. Over the course of the academic year, the center was 22% busier than the previous year, resulting in hundreds of additional consultations with student writers.

Since last year there were weeks when we were booked by student writers to 100% of our capacity (a sign that many students understand the importance of producing writing that has been carefully crafted and revised for their courses), this year, I have added more availability for students to make appointments during our busiest hours.

While the increase in student use of the Writing Center is extremely positive, I am even more pleased when I hear from students who use our services that the work they did in the center has been productive in both improving their coursework and developing their overall skills as writers. In May, I received an e-mail reviewing the center from a student named Craig.

He writes

I started going after I graduated in order to prepare a personal statement for the nursing program, and I never realized the benefits of doing so until now. The staff is well-educated and is extremely valuable in their ability to critique and see the paper as a whole and where it is going or potentially, where it should go. I am confident in saying that if I would have utilized it during my undergrad I would have been a much better writer. I can’t recommend the writing center enough.

One of the pleasures of coordinating the Writing Center is hearing from students like Craig. Students will talk about how their work in the center allowed them to have a breakthrough on papers for courses, secure essay-based scholarships, or successfully craft application materials that allow them to receive offers from graduate schools or employers. When faculty recommend the Writing Center to their students, it significantly increases the likeliness that students will utilize our services.

We have a lot planned for this semester. In addition to continuing to offer writing consultations, class visits, and workshops, we also plan to enhance our services for online writing support. Additionally, we hope to introduce a drop-in tutoring service for students without previously scheduled appointments. Please let me know if you would like to discuss Writing Center services and how we can meet the needs of your students. You can find more information at und.edu/writingcenter and you can reach me by e-mail at shane.winterhalter@und.edu.
OID Flexible Grants

OID Flexible Grants Support Cross-Disciplinary Projects

Instructional, curricular or faculty development projects that span programs, departments or colleges are eligible for funding under the Flexible Grant program. These funds may be used for group meeting or retreat expenses, outside speakers/consultant fees, and a variety of programs and events designed to enhance student learning through faculty development.

Projects must be teaching related with the focus on pedagogy rather than content expertise.

Requests for flexible grants can be considered at any time of the year. Call or email Anne Kelsch (7-4233 or anne.kelsch@und.edu) for additional information or to talk over ideas.

FIDC

Meet the Faculty Instructional Development Committee

The Faculty Instructional Development Committee (FIDC), elected by the University Senate, provides support for course and curriculum development that goes beyond the means of the individual faculty and academic units. The committee is responsible for all decisions having to do with FIDC Travel Grants, Summer Instructional Development Projects, and Summer Mini-Project Grants (due to budget cuts Materials/Software/Minor Equipment Grants and Developmental Leave Supplements are not available this year). The committee also advises the OID Director on other matters.

The members of the 2016-2017 committee are:

- Thyra Knapp (A&S),
- Kari Chiasson (EHD),
- Daba Gedafa (CEM),
- Leslie Martin (JDO), FIDC Chair,
- Sarah Mosher (A&S),
- David Lawrence (A&S),
- and Joan Hawthorne (VPAA, ex-officio).

FIDC proposals are due to OID by noon on the first business day of the month. Funding deadlines for Fall 2016 are October 3, November 2 and December 1. Deadlines for summer funding take place in the spring.

You’ll find complete information on the OID website under the funding link.

Nominate a Colleague for a Teaching Award

Often colleagues are the best witnesses to our teaching successes and their impact on students. Information on UND’s Outstanding Faculty Awards process is available on the OID webpage and we encourage you to nominate an excellent teacher that you know.

We also hope you will consider nominating a colleague for a national award. The Rice University Center for Teaching Excellence has made available a comprehensive list of external teaching awards for instructors at 4-year institutions. A blog post and a link to the list can be found at http://cte.rice.edu/teaching-awards-list/ The list can be sorted by fields/disciplines as well as the date by which nominations are due.
### UPCOMING EVENTS & DEADLINES

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**ON TEACHING** is published twice a year as a service to UND faculty.

OID Director: Anne Kelsch.
WAC Coordinator and newsletter editor: Shane Winterhalter.