MISSION STATEMENT:
The Center for Faculty Innovation (CFI) promotes new modes of teaching, scholarship, and creative work that foster an integrated curriculum and more meaningful student learning. The Center nurtures connections among faculty as learners, teachers, scholars, and creative artists and supports the intellectual life of the Loyola community within the context of our unique Jesuit mission and identity.

OBJECTIVES/GOALS:
- Enhance faculty development workshops
  - Involve faculty from all colleges/departments as presenters
  - Provide research materials to participants to anchor each workshop in scholarship of the field
- Enhance faculty development workshops
  - Create standardized evaluation instruments
  - Ensure that each program is evaluated
  - Revise and improve Faculty Academy evaluation process
- Enhance support for extraordinary faculty
  - Identify key issues affecting extraordinary faculty
  - Develop survey of extraordinary faculty needs
- Build Resource Library
  - Grow collection of books, articles, videos and other resources
  - Post resources (where possible) to CFI website
- Assist other divisions with programming
  - Reach out to other divisions to determine faculty development needs
  - Work collaboratively to develop and offer workshops

ASSESSMENT (What assessment tools are you using and how do they address the objective/goals cited above?):
- Faculty Development Needs Survey (spring 2010)
- Extraordinary Faculty (results being compiled)
- Evaluations of workshops
- Evaluations of Faculty Academy
- NSSE data will be analyzed before AY 2011-12. Still being compiled

WHERE ARE THE ASSESSMENTS LOCATED?
The assessments are located on the CFI intranet.

EVALUATION METHODS (How were the assessments evaluated?):
The Vice Provost for Faculty Affairs and the Assistant Director for Faculty Development shared the results of the assessments with the Center for Faculty Innovation Advisory Committee (CFIAC). These dialogues were used to collect feedback, recommendations, and to conduct planning for 2011-2012.

RESULTS/OUTCOMES:
- Thirty-seven new faculty participated in the New Faculty Orientation and Seminar
- Topics for this spring’s faculty seminars were chosen based on analysis of the Center for Faculty Innovation Faculty Survey conducted 2010. Faculty noted that they were most interested in development programs that focus on honing critical thinking skills and engaging students. Accordingly, we have focused much of our programming on these topics.
- Development programs have included faculty presenters from all undergraduate colleges, which more effectively promotes interchange of ideas across the university.
- Each workshop/session/seminar, beginning in Spring 2011, has included key articles by scholars in the topical fields, which have been distributed in advance of or at the program seminars.
- There has been a significant increase in the number of participants at the spring faculty seminars compared to the fall faculty seminars. Participation in Fall 2010 ranged from 10-20 participants per seminar. This spring, attendance has consistently been near or above 30 participants per seminar. Law school faculty have
been present at each spring seminar.

- Bi-weekly "Talking About Teaching" sessions began in Spring 2011 at the behest of the CFI Advisory Committee to spur conversation about best practices. Participation in these casual opportunities to share ideas and gain feedback from colleagues about various issues have exceeded expectation, and anecdotal input from faculty attendees has indicated overwhelmingly how much faculty value the chance to meet informally and discuss issues of classroom concern. Attendance has ranged from 10-15 participants per session. Campus mail and email have been utilized in order to make faculty aware of these specialized conversation opportunities.

- As with the workshops, pertinent literature and/or a resource guide has been distributed at all “Talking About Teaching” sessions. As with other programs, readings and presentations are being posted to the CFI website during Summer 2011 so that all faculty have access to the same materials as those faculty who attended the session.

- The CFI Advisory Committee has planned a comprehensive mentoring program for new, pre-tenure faculty and has begun working on a similar plan for extraordinary and adjunct faculty. This program will include the development of a mentor handbook and a webpage dedicated to information for mentors and mentees about tenure and promotion and guidelines for best practices as it relates to the mentoring relationship. This program will continue to develop during the summer and will be introduced in the fall based on the recommendations made by the CFIAC.

- The CFI contributed significant support to the Academic Advising Council (AAC), a large-scale program designed to review current advising policies, develop a comprehensive university-wide handbook and resource guide, and spur conversation about how best to enhance the advising program at Loyola. CFI assisted with three meetings during Spring 2011. Assistance took the form of development of meeting communications, agendas, speakers, resources, and work on various sub-committees tasked with collecting relevant and necessary information.

Working with the Faculty Handbook Revision Committee, the existing internal grants committees, and the Faculty Senate, the Vice Provost for Faculty Affairs succeeded in gaining approval for the merger of existing internal grants committees into one handbook committee. This merger will promote greater flexibility in the awarding of grant support to faculty.

**USE OF RESULTS (What modifications, adjustments were made based upon the evaluation of the assessment materials?):**

In reviewing assessment data that we had for Fall 2011, the CFIAC recommended the following:

- Consistent evaluation of every program,
- Bi-annual faculty interest and needs survey,
- Development of a strategic plan,
- Development of mentoring assessment which heretofore has not occurred due to staffing limitations,
- Strengthen the whole assessment plan.

**RESOURCES/TIMELINE/APPROVALS (Based upon the modifications/adjustments included in the USE OF RESULTS section, identify the timeline, resources and approvals required to implement the change.):**

The addition of an Associate Director of Faculty Development has made it possible to improve assessment current being done and to further develop a holistic assessment plan. An administrative assistant is still needed to support the collection, processing, and assessment of data.

**SIGNATURE: DEPT. CHAIR/DIRECTOR**

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