New Faculty Orientation Evaluation Results:

*Thurs., Aug 18*

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Fri. Aug 19

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Comments:

- Outstanding! Thanks!
- More time on grants and Academic Support services, 1 hr was not enough. Overall quite useful.
- As a graduate only faculty, there were many sections that didn’t pertain to me. It may be a good idea to separate out graduate faculty when they aren’t needed.
- Very informative and helpful.
- Talk about IRB & student evaluations. Nice to break into group by college & have deans talk to their own group.
- Thank you for this thorough orientation. Perhaps provide some fruit and healthier food/refreshment options if budget allows. Also, more structured chances to interact with each other.
- Shorten PowerPoint (and all presentations). Much can be found on the website. Stick to most vital issues. Otherwise good briefing.
- Info on student/course evaluations would be good. I'm nervous about advising and would like to hear more about it.
- People tend to fill allotted time. Please consider providing less time & asking presenters to focus their presentation.
- [Library Service presentation].Mr. Petitfils was clean & to the point.
- [Undergraduate Collaborative Research, Honors, and Fellowships] Basic questions not addressed.
- Faculty/student review procedure
- [Lunch] need more protein and less carbs

Would you be interested in a mid-semester luncheon with your 2011-2012 new faculty cohorts?

- Absolutely!
- Yes
- Sure
- Yes
- Yes

2012 Faculty Academy Evaluation Results:

1. What were the strengths of the program?

The program provided me with an excellent opportunity to meet and learn from other faculty members. I appreciated the material and the resources that the seminar provided, as well as the opportunity to receive constructive criticism in a supportive environment.

The main strength was that the objectives of the first-year program were laid out in very clear way.

The organizations, the sharing of ideas, and the beginning sessions from Melanie about the purpose of FY secs. The supplementary reading materials are quite useful. And of course the camaraderie!
Developing friendships with other faculty members in different disciplines. This will be helpful both personally, and for the FYS (guest speakers, working through class issues, etc.).

The wealth of information and the diversity of voices offered different points of view.

Very well organized, relevant to course construction and mission goals. Good speakers. Interesting template for the courses we are to teach. Fraternity.

I found the early readings to be very eye-opening (and related classroom time, like with Robert Bell, Brad Petitfils). I also loved the assignment and syllabus feedback sessions.

Energy! New ideas! Sharing ideas. Support system.

(1) Invigorating discussions on pedagogical topics; (2) opportunities to meet and collaborate with colleagues across multiple disciplines; (3) developmental feedback on my assignments and syllabus

2. Which sessions were the most valuable to you?

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<tr>
<th>Date</th>
<th>Session Description</th>
<th>Percentage</th>
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<tr>
<td>May 14</td>
<td>Faculty Academy Learning Objectives, Melanie McKay</td>
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<td>First Year Students, Melanie McKay</td>
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<td>May 14</td>
<td>Jesuit Values and Justice, Mark Fernandez</td>
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<td>Outcomes Based Course Design, Liv Newman</td>
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<td>May 15</td>
<td>Teaching Critical Thinking, Melanie McKay</td>
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<td>May 15</td>
<td>Structuring a FY Sem Syllabus, Melanie McKay</td>
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<td>May 15</td>
<td>Writing and CT, Robert Bell</td>
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<td>May 15</td>
<td>Creating CT Assignments, Don Hauber &amp; Marcus Kondkar</td>
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<td>May 16</td>
<td>Active Learning, Erin Dupuis</td>
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<td>Library Liaisons, Laurie Phillips</td>
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<td>Assignments to Stimulate Student Engagement, Brad Petitfils</td>
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<td>May 17</td>
<td>Presenting CT Assignments</td>
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3. Which readings were of the greatest interest and benefit to you?
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<tr>
<th>Author(s)</th>
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<td>Bean, John C.</td>
<td>Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom</td>
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<td>Erickson, Bette LaSere and Diane Weltner Strommer</td>
<td>1991. &quot;Inside the First Year Classroom&quot; in Teaching College Freshmen.</td>
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<td>Erickson, Bette LaSere, Calvin P. Peters, and Diane Weltner Strommer</td>
<td>2006. &quot;Knowing, Understanding, Thinking, and Learning How to Learn: The Goals of First Year Instruction.&quot;</td>
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<td>Erickson, Bette LaSere, Calvin P. Peters, and Diane Weltner Strommer</td>
<td>2006. &quot;Intellectual Development in College&quot;</td>
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<td>Ishler, Jennifer L. Crissman</td>
<td>2003. &quot;Laying the Foundation for General Education: The Role of the First-Year Seminar.&quot;</td>
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<td>Kloss, Robert J.</td>
<td>2004. &quot;A Nudge is Best: Helping Students Through the Perry Scheme of Intellectual Development.&quot;</td>
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<td>Tewksbury, Barbara J. and R. Heather Macdonald</td>
<td>2007. &quot;A Practical Strategy for Designing Effective and Innovative Courses&quot;</td>
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4. Over the course of the Academy, do you feel that you have been sufficiently prepared and informed about the purpose of the First-Year Seminar?

I do.

Yes.

Yes. I know see that FY sems are more about preparing students to learn at a university level than they are about the subject matter.

Yes. I understand that the course is not so much about relaying content, but about fostering critical thinking skills. I understand the issues I will be presented with in teaching FY students.

Yes, and by extension, common curriculum courses as well major classes for first and second year students.

I had no idea what I was getting into. The writing assignment and syllabi presentations were especially beneficial. I am now able to reflect on the utility of the information presented in the course.
Yes
Yes!
Yes.

5. Do you believe that you have the tools and resources to integrate Jesuit values, interdisciplinary, topics, writing, and discussion into your First-Year Seminar?

I feel like I have access to those resources. The materials that we received and the things that we learned and shared together are really just a nudge for me to go off and find more specific resources on my own.

Yes, the various sessions were very helpful in doing these things.

All except interdisciplinary. That's still a little vague.

Yes, although the only one that I'm a bit unclear on how to teach is Jesuit values. That could be developed a bit more in the Faculty Academy.

Yes, I have already written several critical thinking exercises for the summer CC course and the fall majors course.

Yes. The handouts, sessions, blackboard posts are excellent resources for the writing component. I am inspired by the range and depth of topics my fellow FYS faculty presented. Your support system (including Library) is vital to success in this program.

Yes. All of these dimensions were sufficiently covered over the course of the week.

Yes. The readings, presentations, and discussions prepared us. Having access to faculty in other disciplines helps as well.

Yes.

6. With regards to teaching and the First-Year Seminar, how can the Faculty Academy improve to meet your particular needs?

In conjunction with the faculty academy, I would organize a large informal social gathering of all of the professors who are currently teaching or have taught a first-year seminar. I seem to get my best ideas while listening to the experiences of a wide range of professors, preferably in an unstructured setting.

Not sure; it was very helpful.
Everyone kept talking about grading rubrics - perhaps a session on those would be useful. More actual exercises, for example, the afternoon session on creating CT assignments would have been much more useful if we had actually done one.

It met my needs for the FYS.

Perhaps more exercises in the integration of Jesuit values in the syllabus.

Perhaps a pre survey. What is your discipline? Why are you teaching your chosen subject? What is your preferred delivery system? It may make the pedagogy sessions more relevant.

I wouldn't mind a more technical session devoted to using electronic media (how to set up blogs, wikis, how to do Prezis, etc)

Give the class one day to breathe after commencement. Doubling up two sessions would make up the time.

Increase the amount of time that we work in pairs or small groups to develop ideas or provide feedback to one another. Decrease the amount of time spent listening to other professors detail their assignments and syllabus.

7. We will have at least two more meetings during the semester you are teaching: one at the beginning of the semester and a lunch meeting midway through the semester to discuss “what’s working and what’s not”. Are there topics that you would like to have addressed during the ‘start of the semester’ meeting?

I am always interested in the students. I would like to hear other professors' impressions of their students and the dynamics at work in their seminars.

Maybe the grading rubrics could be a part of that one.

Not that I can think of right now.

Examples of specific exercises and how the students responded. It would be interesting to be included these discussions.

'What's working and what's not' is a great reality check. To see the same Fac Acad participants' real outcomes would be invaluable.

I can't think of any at this time

Attendance.

Perhaps the topic of engaging students from outside our discipline / the students who didn't select the course or don't want to be there.
8. Please list any other comments below. Thank you for taking time to complete this survey.

I appreciate that the facilitators of the academy were willing to be critical of our ideas; it seems that sometimes during faculty training, there isn't enough of that.

I think one of the most valuable components is the sharing of ideas that occurred when we shared our assignments and our syllabi. I also think that you should be even stricter with the readings and discussions of the readings. Perhaps fewer presentations and more discussions on the readings. Seemed too much like an orientation - what's available at Loyola - and not enough focus on how FY sems are different from other classes.

Thank you! I feel much more connected to Loyola now, and I understand the purpose of the FYS. I was nervous to be presenting to and critiqued by my colleagues, but it was a very welcoming and comfortable experience. Thanks for all of the food and coffee!

The cognitive psychology component was very effective in understanding why the students think and response as they do.

Healthy food was a life saver!

Thank you! This was a great workshop!

2011 Faculty Academy Evaluation Results

What were the strengths of the program?

I think the times when we shared our own work and workshopped our assignments were the most useful.

It was a great opportunity to discuss pedagogy and learn from colleagues...a great way to expand one's teaching resources and help keep one from getting stagnant.

First of all, I think that the program allowed professors to get in touch and share their academic interests. It also offered the opportunity to revise interesting documents helping to put in perspective our work as faculty during the FYS. I personally appreciated the hypothetical situations discussed. For me, they were revealing of the characteristics of the students we will have to work with.

Having the opportunity to interact with the faculty teaching the courses.

discussed issues of teaching that are not talked about in other venues

The 4-day seminar was very beneficial, and the speakers were great. I was only at the seminar due to my sabbatical. Including the Jesuit Identity into the program is important.
Facilitators seemed genuinely interested in supporting faculty. I also enjoyed the more hands-on activities and brainstorming with my peers.

Forward thinking. Offered practical tips. Allowed folks from across disciplines to present ideas, experiences.

Well-organized, thoughtful presentations, good readings, real team spirit

Learning about each other’s pedagogy. Having time set aside to assess one's strengths and weaknesses regarding teaching, methods, materials, etc.

Over the course of the semester and the Academy, do you feel that you have been sufficiently prepared and informed about the purpose of the First-Year Seminar?

Definitely.

Certainly

Yes. I personally appreciate the effort made to present the problems we will all face as faculty.

n/a

Yes

Yes

Yes

Absolutely

Yes, absolutely

Yes

Do you believe that you have the tools and resources to integrate Jesuit values, interdisciplinary topics, writing, and discussion into your first-year seminar? Please explain.

Yes.

Yes

I have a vision of what my class must be and what I’d like to teach my students. I come from a Jesuit university in Latin America (Andrés Bello Catholic University, Venezuela) and our priority subject there is inequality and poverty. I actually spent three years developing research about the representation of poverty in the Venezuelan press. Previously, while doing my PhD, I analyzed salsa music as a representation form of the Puerto Rican minority in New York city and
the US and as a key political symbol for Latinos everywhere. So I spend my whole academic life reflecting on subjects naturally connected with the Ignatian ideals. However, my challenge now is creating efficient methods to communicate these academic interests according to the protocols and demands of a new human and intellectual environment.

Yes. The Academy has done a great job of highlighting some of the critical resources on campus that can be incorporated in the First Year Seminars. I have especially appreciated Robert's presentation on critical thinking and writing. It might be nice, though, to have some discussion - beyond the presentation of the syllabus - about the particular seminars that are being taught.

Yes, we covered a lot of topics and if I did have questions in the future, I now know who to turn to for help.

Yes, Fred Kramer was a great speaker to point me in new directions.

Yes, though I think that Jesuit values are shown through example, not taught. These values should not come from a talking head but from the overall culture of Loyola. Critical thinking, of course, should be a part of every classroom. Jesuit values, however, trickle down from above. When they don't, it shows. Do we provide adequate, affordable health insurance for housekeeping staff? Do we offer our adjunct professors good compensation and an excellent work environment? This is where we teach values.

Yes. I had some tools before, and now I know how to better utilize these given the level of the student. I also think I better understand my subject matter given my clearer understanding of the goals of the course.

Yes, because the academy caused me to think through in detail the importance of these elements and what strategies and class activities would most promote these goals. I also benefitted from additional discussions with Fred Kammer and Robert Bell who very generously gave of their time to discuss my concerns.

Yes. I think the May 16th sessions best prepared me for this. I have also attended other sessions on Jesuit values.

With regards to teaching and the First-Year Seminar, how can the Faculty Academy improve to meet your particular needs?

Think more interactive sessions are better. Too many lectures from folks who didn't seem to be very good teachers themselves, at least from the presentations they gave at the workshops.

More of a focus on the nuts and bolts: how to get funding to bring in speakers; how to do field trips. This was really overlooked this year. Also, maybe a bit of attention could be paid to what First-year Seminars do across the country (and what the First Year Experience organization is all about -- for some people, this can also be a professional development opportunity; ie: presenting at their conference, etc). Overall, Faculty Academy is well designed and I do not really think much needs to be added.
Fostering the celebration of these meetings every year and presenting concrete cases of
interaction between professors and students. I also think that the Faculty is very useful to help
create a spirit of camaraderie among participants.

Spend less time on the abstract behavior of students (cognitive development, etc.) and more time
on course development (assignments, readings, etc.)

Could use some training on new technologies such as iClicker and Blackboard issues that might
help the freshmen who have not used Blackboard

More hands-on classroom activities. Guidance on student work load. Some classes seemed to
rigorous for first year students. How much work is too much, too little?

Better organize the BB pages by day or "topic". Make all materials available on BB. Better
explain on the front end how students are placed in courses, as well as the administration end-
scheduling, course release from department.

I wonder if some segment might be devoted to the special concerns of faculty who are teaching
freshmen for the first time or who haven't in many years taught freshmen.

I would suggest limiting it to the one week at the end of the semester. The gaps between the
earlier sessions affected retention of the information. I think something on grading rubrics for
papers, presentations, and other assignments would have been very useful.

**We will have at least two more meetings during the semester you are teaching: one at the
beginning of the semester and a lunch meeting midway through the semester to discuss
“what’s working and what’s not.” Are there topics that you would like to have addressed
during the 'start of the semester' meeting?**

Maybe a quick overview of the freshman class. And what new services are being added to
address such a large class.

By now, I cannot think of nothing concrete. I prefer waiting up until the moment I will be
teaching my FYS to propose an issue.

Not sure

Creative assignments that have worked for professors.

What this current entering class looks like (descriptives).

Can't think of any right now but will submit any that I do think of in the next few weeks.

Grading rubrics.
Please list any other comments below. Thank you for taking time to complete this survey!

Thank you!

This was a great experience, and I am really glad to be a part of it. Often, professors are thrown into teaching after a strong and lengthy focus on research in their doctoral program. This helped redefine what it means to be an instructor. Thanks!

Great job. Learned to focus on needs for these students

Yummy treats!!! Maybe start at 930. Some of us evening folks don't have early morning practice!

All in all, the academy was one of the most productive faculty development exercises I have participated in at Loyola, and I really thank and congratulate all who were involved in it for a splendid job.

I would suggest emphasizing discussions, sharing methods, asking each other questions, etc. and avoiding lecturing at the participants (except maybe in the technology-related sessions). Some of the most useful sessions came in the last week, when we presented syllabi, or saw demonstrations of successful blogging techniques, and the likes. Overall, I really benefitted from the experience.

Workshop Evaluation Instrument (Sample):

Please respond to the following:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

1. This seminar was beneficial to me as a teacher.

1 2 3 4 5

2. This seminar gave me ideas for use in my classes.

1 2 3 4 5

3. I learned something that I had not considered before.

1 2 3 4 5

4. I was given the opportunity to contribute to the conversation by sharing my own classroom experiences and best practices.

1 2 3 4 5
5. I am interested in attending future workshops.

1 2 3 4 5

What was most valuable?

Suggestions for changes:

Additional comments:

Thank you for participating.

Workshop Evaluation Results:

Fall 2011
Friday, September 16       Internal Grants Information Session

No evaluation was administered for this workshop because it was designed as an information session for how to prepare internal grants.

Friday, September 23       Teaching Critical Thinking through Writing

Total Number of Respondents: 12

1. This seminar was beneficial to me as a teacher.
   Mean=4.25   Median=4

2. This seminar gave me ideas for use in my classes.
   Mean=4.17   Median=4

3. I learned something that I had not considered before.
   Mean=4.17   Median=4.5

4. I was given the opportunity to contribute to the conversation by sharing my own classroom experiences and best practices.
   Mean=3.92   Median=4

5. I am interested in attending future workshops.
   Mean=4.75   Median=5

Comments:
What was the most valuable?
The actual read discuss/write discuss exercise
Practical applicability of critical thinking to all Mass Comm. classes
Suggestions, working in groups
Controversy of it all; articles to critique
Mary McCay’s enthusiasm and clarity
Structured, organized, but at the same time engaging for the participants
Other people have similar problems
A different way to approach issues
I liked the way Mary engaged us all, it was a great way to put us in the place of our students and to remind us of their point of view.
Discussing ideas with colleagues
Specific exercises

Suggestions for changes:
Enjoyed the analysis, but would like more time to hear or talk about the exercise in different disciplines
Have faculty introduce themselves and say what department they are in (I am new).
It was helpful as is!

Additional comments:
Love hearing teaching methods of out top teachers
Glad I came. Snacks appreciated. Mary McCay appreciated.
Great food & drink
Thanks!
I wish the assignment was more general. I don’t know how I would use it.

Wednesday, September 28  
Talking about Teaching: Teaching Critical Thinking through Writing with Dr. Mary McCay
No evaluation was administered for this workshop because it was designed as informal gathering of faculty to discuss issues and concerns related to the workshop topic.

Wednesday, October 5  
Creating Effective Research Assignments

Total Number of Respondents: 8

1. This seminar was beneficial to me as a teacher.
   Mean= 4.25    Median=4

2. This seminar gave me ideas for use in my classes.
   Mean= 4.25    Median=4

3. I learned something that I had not considered before.
   Mean=4.5    Median=4
4. I was given the opportunity to contribute to the conversation by sharing my own classroom experiences and best practices.
   Mean= 3.875  Median=4

5. I am interested in attending future workshops.
   Mean= 4.125  Median=4

Comments:
What was most valuable?
Alternative to research papers
Best practices and exploratory research assignment alternatives to cover and see some examples to these.
Assignment alternatives
Ideas concerning what could be offered but often is not (e.g. strategies for avoiding plagiarism)
Handout
Discussion was very structured and clear. Very useful.

Suggestions for changes:
Slow down! Your information is good and helpful.
Nice job

Additional comments:
Thanks Brian and Malia!
I was intrigued by the screen capture software mentioned

Wednesday, October 12       Talking about Teaching: Creating Effective Research Assignments with Malia Willey

No evaluation was administered for this workshop because it was designed as informal gathering
of faculty to discuss issues and concerns related to the workshop topic.

Friday, October 14          Proposing First-Year Seminars

No evaluation was administered for this workshop because it was designed as an information
session for how to prepare proposals for first-year seminars.

Friday, October 21          Teaching Critical Thinking through Active Learning

Total Number of Respondents: 10

1. This seminar was beneficial to me as a teacher.
   Mean= 4.6  Median=5

2. This seminar gave me ideas for use in my classes.
   Mean= 4.8  Median=5
3. I learned something that I had not considered before.
   Mean=4.7   Median=5

4. I was given the opportunity to contribute to the conversation by sharing my own classroom experiences and best practices.
   Mean=4.8   Median=5

5. I am interested in attending future workshops.
   Mean=4.8   Median=5

Comments:
What was most valuable?
Hearing what other faculty are doing, teaching inventory
Specific, clear suggestions on how to engage students in active learning
Simple technique
New methods to engage students
University of Iowa teaching inventory
Different strategies for active learning
Suggestions for keeping them engaged
Suggestions for classroom actions to take

Suggestions for changes:
Maybe practice some of those techniques in class
Have us do something to illustrate the points

Additional comments:
Thank you
Great job. Very helpful. Thank you.
Thanks! These seminars are great!
Thanks. Good summary

Wednesday, October 26       Talking about Teaching: Teaching Critical Thinking through Active Learning with Dr. Erin Dupuis

No evaluation was administered for this workshop because it was designed as informal gathering of faculty to discuss issues and concerns related to the workshop topic.

Friday, November 18          Ignatian Pedagogy

Total Number of Respondents: 6

1. This seminar was beneficial to me as a teacher.
   Mean= 4.2   Median=4

2. This seminar gave me ideas for use in my classes.
   Mean=3.2   Median=3
3. I learned something that I had not considered before.
   Mean=4.3  Median=4

4. I was given the opportunity to contribute to the conversation by sharing my own classroom experiences and best practices.
   Mean=4.3  Median=4.5

5. I am interested in attending future workshops.
   Mean=4.5  Median=4.5

Comments:
What was most valuable?
Moderator, J. Sebastian
The discussion of the issue of retention vs. critical thinking
Honest discussion

Suggestions for changes:
None

Additional comments:
None

Wednesday, November 9    Talking about Teaching: Challenges to Jesuit Higher Education with Dr. Tom Ryan

No evaluation was administered for this workshop because it was designed as informal gathering of faculty to discuss issues and concerns related to the workshop topic.

Spring 2012

Friday, January 13        Tech Savvy Soiree

Number of Respondents: 12

1. This seminar was beneficial to me as a teacher.
   Mean=4.5  Median=5

2. This seminar gave me ideas for use in my classes.
   Mean=4.5  Median=5

3. I learned something that I had not considered before.
   Mean=4.8  Median=5

4. I was given the opportunity to contribute to the conversation by sharing my own classroom experiences and best practices.
5. I am interested in attending future workshops.
   Mean=4.9   Median=5

Comments:
What was most valuable?
“Learning a practical new technology that might make my life easier”
“I was introduced to an alternative to powerpoint.”
“Explanation + practice.”
“New tech”
“Demonstration”
“The whole presentation was great. Probably the most beneficial so far because it is sooo practical and I have been wanting to learn but scared to try myself.”
“Access to software and account”
“Exposure to this new presentation option.”
“Brian did a great job”
“Learning how it can be applied in class.”
“Brian is so great and fun to listen to”

Suggestions for changes:
“None!!!”
“None”
“More hands on for dummies.”
“Follow up in greater detail.”
“I suggest a walk-through with instructions since we are all first-time users.”

Additional comments:
“Thanks for putting this together!”
“The program does not do what I need for Music but Brian did a great job.”
“Thank you”
“Great presentation!”
“Excellent!”
“Thanks, Brian!”
“Great session!”

Wednesday, February 1       Developing a Teaching Portfolio

Total Number of Respondents=13

1. This seminar was beneficial to me as a faculty member.
   Mean=4.4   Median=5

2. This seminar gave me ideas for use in preparing for tenure/annual review.
   Mean=4.6   Median=5
3. I learned something that I had not considered before.
   Mean= 4.2   Median=4

4. I was given the opportunity to contribute to the conversation by sharing my own classroom experiences and best practices.
   Mean= 4.6   Median=5

5. I am interested in attending future workshops.
   Mean= 4.9   Median=5

Comments:
What was most valuable?
Listening to how other colleges deal with promotion and tenure.
Seeing as a whole university policy and procedures and learning from other colleges.
Open discussion
Watching and listening to Mary
Comparisons between different schools was enlightening
Getting a sense of the scope of the review
Including mentoring/research into my teaching narrative
Specifics on what to include in a portfolio
Realizing things are very different across colleges and I need to get info from college reps.
This was very helpful. Thanks!
HUNS document, fact that we should include teaching materials from previous teaching

Suggestions for changes:
Have a session for those going up for full professor.
Criteria standardized for tenure between colleges
If you’re offering a list, make it a checklist – a to-do list
Help with CSS reviews!
Excellent
Having college-specific workshops
Unanswered question – how to incorporate advising

Additional comments:
Thank you
Thanks!
The timing was great, as 4th year review is right around the corner
Thank you!!

Friday, February 3  Master Teaching Mentor Dinner for Recently Hired Faculty

No evaluation was administered for this workshop because it was designed as informal gathering of faculty to discuss issues and concerns related to the workshop topic.

Tuesday, February 28  Academic Integrity: Stopping Plagiarism Before it Happens
No evaluation was administered for this workshop because it was designed as informal gathering of faculty to discuss issues and concerns related to the workshop topic.

Wednesday, February 29    Academic Integrity: To Cheat or Not To Cheat

No evaluation was administered for this workshop because it was designed as informal gathering of faculty to discuss issues and concerns related to the workshop topic.

Friday, March 2    Righting the Cart: What To Do Once Cheating Occurs

No evaluation was administered for this workshop because it was designed as informal gathering of faculty to discuss issues and concerns related to the workshop topic.

Friday, March 16    Creating Critical Thinking Assignments

Total Number of Respondents: 7

1. This seminar was beneficial to me as a teacher.
   Mean= 4.3    Median=4

2. This seminar gave me ideas for use in my classes.
   Mean= 4.0    Median=4.5

3. I learned something that I had not considered before.
   Mean=4.4     Median=5

4. I was given the opportunity to contribute to the conversation by sharing my own classroom experiences and best practices.
   Mean= 3.9    Median=4

5. I am interested in attending future workshops.
   Mean= 4.7    Median=5

Comments:
What was most valuable?
New ideas
Examples of critical thinking exercises
Framework introduced for critical thinking

Suggestions for changes:
Maybe an additional contribution to provide examples of how Loyola professors could relay.
More graphics

Additional comments:
None
Tuesday, May 15  

Creating Critical Thinking Assignments

This workshop was evaluated as part of Faculty Academy since it was designed as a required component of Faculty Academy.