Section 1: Executive Summary

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. CFI 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.

CFI supports the University’s mission “to educate the whole student and to benefit the larger community” “through [the] teaching, research, creative activities, and service” of faculty. CFI offers an abundance of programming opportunities and various supports for faculty to learn about innovative teaching methods, share best practices and experiences, reflect on pedagogy, and engage their own teaching practices through course redesign.

CFI offers support to faculty in the form of university-wide workshops, a Faculty Academy, individual consultations, a resource library on best practices in teaching and learning, coordination of university-wide mentoring, internal grants, and Faculty Research and Publishing Groups. CFI also administers New Faculty Orientation.

New Faculty Orientation is a two-day program held in August to acculturated new full-time faculty to Loyola. Thirteen new full-time faculty participated in New Faculty Orientation in August 2013. Faculty and staff from across campus participate as facilitators, sharing pertinent information related to teaching, research, and service (see New Faculty Orientation Schedule). All faculty, full-time and part-time receive a Resource Guide that introduces them to the offices, policies, and people at Loyola.

The First-Year Teaching Colloquium is a faculty development program which focuses on faculty teaching first-year students in Common Curriculum, First-Year Seminars, and majors courses. Five sessions were held with focused presentations and discussions on the topics of designing courses for today’s students, developing meaningful writing assignments, fostering class discussions and presentations, and resources for furthering student development (see First-Year Colloquium Schedule). The Colloquium culminated with the presentation of syllabi created using some of the techniques taught in the Colloquium. Thirteen to nineteen faculty participated over the course of the five sessions of the Colloquium.

Workshops sponsored by CFI use a faculty-centered model. Faculty from all the undergraduate colleges and the library have served as workshop leaders. These outstanding faculty have presented their best practices and shared ideas related to the topic being addressed. A partnership with Tulane University’s Center for Engaged Learning and Teaching afforded Loyola the opportunity to have Dr. Eric Gorham come to New Orleans to present “Transformative Teaching.” Key articles by scholars in the topical fields have been distributed at
all faculty seminars. Evaluations for each of the workshops are collected and analyzed in a consistent way across semesters (see 2013-2014 Evaluation Results).

The Online Teaching Colloquium (OTC) was developed by the Online Teaching Team in Monroe Library, in collaboration with Center for Faculty Innovation staff in order to provide online teachers with an elemental foundation in teaching online, including best practices for course design and course delivery. The OTC included five sessions on backwards course design, best practices for technology use and assignment development and delivery, and assessment for online courses. The final session allowed faculty to present key aspects of their online course syllabus and to workshop concerns and issues related to specific aspects of their course design.

CFI uses the Strategic Plan created by the CFI Advisory Committee to guide all programming and activities. CFI also supports initiatives set forth by the Office of the Provost. A variety of assessment tools have been utilized to measure the success of each program and its related goal. Each semester, the CFI Advisory Committee reviews evaluations for each program and to make recommendations for change. The CFI Advisory Committee has been satisfied with CFIs programs and outcomes of these programs.

Section 2: Unit Profile Summary

Melanie McKay, Vice Provost for Faculty Affairs
Liv Newman, Associate Director for Faculty Development
Tarana Lawrence, Administrative Assistant

Section: 3: Goals for Current Academic Year

All programming is developed in accordance with the Center for Faculty Innovation Strategic Plan. The Center for Faculty Innovation Advisory Committee selected five strategic goals to focus on during 2013-2014. These goals include increasing pedagogical competency related to improving students’ critical thinking across the curriculum, continuing to support mentoring of faculty, supporting the implementation of the Common Curriculum, and encouraging faculty to relate their work to Loyola’s mission and Jesuit identity.

Top Strategic Goals for 2013-2014

1. Goal: Create opportunities for faculty to improve their teaching with the intention of involving 50% of Loyola’s faculty in these opportunities by 2012.
   
   **Objective:** Offer university-wide workshops and seminars on pedagogy and classroom best practices.
   **Timeline:** 2011 – 2015

2. Goal: Support faculty scholarship and creative work
   
   **Objective:** Continue to organize and support Faculty Research and Publishing Groups.
   **Timeline:** Ongoing.
Objective: Enhance mentoring programs across the university. Build on existing mentoring guidelines to create Mentoring Guidelines; create and sustain program of Master Teaching Mentors to supplement one-on-one mentoring of new faculty in departments and colleges.

Objective: Continue to improve New Faculty Orientation by which new faculty are acculturated to university community.
Timeline: Ongoing.

3. Goal: Support implementation of new Common Curriculum

Objective: Using the student learning outcomes developed by the Standing Committee on the Common Curriculum, survey faculty to see what programs they would like to attend to assist them in developing these outcomes for their courses.
Timeline: Survey distributed fall 2012. Programs planned spring 2013. Programs offered fall 2013 and following.

Objective: Conduct workshops for those teaching courses with shared student learning outcomes (departmental, cross-department, and interdisciplinary groups).

4. Goal: Support the use of new media and new technologies in the classroom to spur faculty innovation.

Objective: Continue to offer one-on-one consultations to faculty wishing to learn to use/implement new media in courses.
Timeline: Ongoing.

Objective: Offer workshops on topics of interest
Timeline: Spring 2012 and ongoing.

5. Goal: Support increased faculty understanding of Jesuit mission and uses of Ignatian pedagogy in classroom teaching and community involvement.

Objective: Collaborate with the Office of Mission and Ministry to offer programs on Ignatian pedagogy. Support Ignatian Faculty Fellows Program as needed.
Timeline: Ongoing
Objective: Incorporate materials for Faculty Academy and other faculty development programs in Jesuit values and pedagogy.
Timeline: Ongoing.

Section 4: Budget

Budget is allocated to the Center for Faculty Innovation (CFI) to support salary for an Associate Director and operating costs.

Salary: $45,000
Operating: $19,000

In FY 2013-2014, operating funds covered catering for faculty development events and New Faculty Orientation, professional development travel for faculty, books, duplication costs and supplies, and general office expenditures, including the purchase of a scanner for the CFI office. The budget was adequate to support strategic goals and initiatives.

Section 5: Assessment Report

Since the Center for Faculty Innovation (CFI) works exclusively with faculty, the impact of our programs on students can be only indirectly measured. Effectiveness is assessed in terms of faculty satisfaction and participation. Each program is evaluated (New Faculty Orientation, First-Year Teaching Colloquium, workshops and others) using self-report participant evaluations. At the first meeting of the Center for Faculty Innovation Advisory Committee in the fall and spring semesters the results of survey evaluations for the preceding semester’s programs are reviewed. In addition, during that initial semester meeting, necessary changes for subsequent years of programming are discussed and incorporated into the planning process for those future programs. All Advisory Committee meeting minutes are located on the CFI intranet.

The 2013-2014 New Faculty Orientation was redeveloped to include the suggestion made by past participants to include more faculty development on pedagogical topics. Day 2 of this year’s New Faculty Orientation focused almost exclusively on faculty development related to teaching (see New Faculty Orientation schedule). Evaluation results for the 2013-2014 New Faculty Orientation indicate that new faculty are satisfied with the orientation they receive (see 2013-2014 Evaluation Results). Each session was rated on a 1-5 scale with 1 indicating “strongly disagree” and 5 indicating “strongly agree” with the statement, “The New Faculty Orientation covered topics of importance and interest to me”. Mean scores ranged from 4.3 to 4.9. This was an increase compared to 2012-2013 which was 3.7 to 4.7. Respondents were asked to provide “suggestions for additional topics or other improvements.” The recommendations will be incorporated into future New Faculty Orientations.

The First-Year Teaching Colloquium (FYTC), introduced this year, extends the training of the Faculty Academy to all faculty teaching first-year courses at Loyola, including introductory Common Curriculum courses, majors courses, and first-year seminars. The FYTC met throughout the spring semester with sessions focusing on incorporating Common Curriculum learning objectives into courses using a variety of pedagogies and best practices for educating first-year student. Sessions addressed first-year students’ cognitive development, developing
appropriate assignments to teach critical reading and writing, techniques for syllabus design and other topics. The last session provided faculty the opportunity to discuss and get feedback on the redevelopment of their own courses, assignments, and syllabi. Evaluation results suggest that faculty were highly satisfied with the FYTC. In response to “This colloquium was beneficial to me as a faculty member,” the mean participant rating was 4.7 and the median was 5.0. In response to “This colloquium gave me ideas I plan to use,” the mean participant rating was 4.8 and the median was 5.0 (for more, see 2013-2014 Evaluation Results). One participant’s comment summarizes those of several others, “Not only were the resources we received valuable and useful (for the session), but I very much liked the facilitated discussion, giving us participants the opportunity to engage and share. But, importantly, it was appropriately managed and focused ... that is not just a "sharing experience" or "commiseration session.” Suggestions for improvement include inviting faculty and staff members to share how their assignments worked out and repeating this program annually.

2013-2014 workshop evaluations indicate high levels of satisfaction with the programs. Each workshop is rated based on a 1-5 scale with 1 indicating “strongly disagree” and 5 indicating “strongly agree” on 5 questions (see 2013-2014 Evaluation Results). The mean score range was 3.6-5.0 and the median was 4.0-5.0. The most highly rated workshop was “Incorporating Writing without Overwhelming Yourself” and the lowest was “Getting your Students to Read.” In the spring semester, CFI partnered with the Office of Community Engaged Learning at Tulane University to sponsor a workshop by Dr. Eric Gorham. Several Loyola faculty attended the workshop session at Tulane University, but the workshop at Loyola was cancelled due to inclement weather which caused the closing of the University. The video of Dr. Gorham’s Tulane University presentation has been posted to the CFI website providing all faculty access to the presentation.

CFI collaborated with the Online Teaching Team to create and deliver a new program, the Online Teaching Colloquium. This five-session program provided faculty who teach online with resources and skills for delivering high-quality online courses using best practices in online education and newly developed technologies (see Online Teaching Colloquium syllabus). Overall satisfaction with the program was moderate to high. The mean response to the five-question evaluation was 3.0-4.3 (see 2013-2014 Evaluation Results). Participants suggested that future programs include more of a focus on best practices for online teaching and a more basic education on current software programs.

Throughout 2013-2014, CFI continued to support the Ignatian Faculty Fellows Program. CFI provided the Center for Faculty Innovation Conference Room and its resources to this program. CFI collaborated with the Office of Mission and Ministry and the Jesuit Center by working with the Office of Mission and Ministry staff and the Assistant Director of the Jesuit Center to develop, publicize, and implement workshops and meetings that will expand faculty understanding of Ignatian pedagogical practices and develop ways to incorporate these into their courses. Each fall, this collaboration begins with New Faculty Orientation, where faculty learn what it means to teach at a Jesuit university.

There currently is one functioning faculty research and publishing group. In an assessment of the status of the three groups that are no longer meeting, key members cited new administrative duties as the reason for the breakup of the group.
The Master Teaching Mentor program continues to be available to all faculty. New and junior faculty, in particular, are targeted with information about this program. The assignment of a departmental faculty member to new faculty is encouraged by CFI. Books on mentoring new professors were acquired by Monroe Library at the request of CFI. In addition, books on mentoring new administrators and department chairs were also added to the CFI collection located on the third floor of Monroe Library.

In 2013, CFI began the process of developing key performance indicators. Heather Mack worked with the CFI Advisory Committee to develop the key performance indicators during spring 2013. Assessment of the key performance indicators will begin in fall 2014.

The Vice Provost for Faculty Affairs and the Associate Director for Faculty Development shared the results of the assessments with the CFI Advisory Committee (CFIAC). These dialogues were used to collect feedback, recommendations, and to conduct planning for the following year.

**Section 6: Summary of Achievements**

Developing collaborative relationships across campus and across universities in New Orleans continues to be a focus of CFI. CFI continued to play a central role in the New Orleans Faculty Development Network, a coalition of directors of faculty teaching and learning centers of three New Orleans area four-year colleges and universities. Meetings are held bi-annually. This year, CFI collaborated with Tulane University in order to make affordable the sponsorship of Dr. Eric Gorham to present on “Transformative Teaching.” In addition, the Director of the Center for Advanced Teaching at Xavier University led a workshop on “New Pedagogies for Teaching Large Classes.” CFI collaborated with the Online Teaching Team to develop a colloquium for all faculty teaching online courses. This collaboration will continue, culminating in the development of an online program for faculty new to teaching online courses. In addition, the Associate Director for Faculty Development now serves on several University committees, including the Center for Engaged Learning and Teaching committee, Writing Across the Curriculum (WAC) committee, and the Women’s Studies committee. She is currently working with the Affirmative Action and Diversity Committee to create a faculty development program on diversity.
New Faculty Orientation, August 2013

All statistics are presented as the mean/median.

Thursday, August 15

Jesuit Breakfast: 4.5/5
Course Management Technology: 4.7/5
Faculty Citizenship and Handbook: 4.5/5
Public Affairs: 4.7/5
Continuity of Operations: 4.9/5

Friday, August 16
Today’s Students: 4.9/5
Panel: Insights from your Colleagues: 4.5/5
Teaching at a Jesuit Institution: 4.6/5
Structuring a Syllabus: 4.7/5
Engaging Students: Library Services: 4.6/5
Engaging Students: Service Learning: 4.4/5
Engaging Students: International Education: 4.4/5
Engaging Students: Academic Resource Center: 4.3/5

Suggestions for additional topics or other improvements to the program:

- “Brief mention about how faculty can benefit from services IT department offers.”
- “Thank you! I definitely feel more oriented here at Loyola.”
- “Maybe a 15 minute break for each hour of sitting.”
- “This was incredibly helpful. Thanks for being so helpful.”
- “Very informative—thank you!”
- “This was a very well put together orientation. Thank you.”
- “Prep work? (blackboard, service learning or study abroad). Workshop components to syllabus discuss library. Quiz on information. Key components of fac/department handbook (1st year expectations, poss conflict with department).”
- “Perhaps some more interactive sessions? (The library staff could bring projectors and cameras for us to use, group projects that allow us to cover materials and get to know one another? Scavenger hunt?”
• “Thanks for putting this together. Maybe being sure to include a 10-minute break in the afternoon (there was none on day 2 after lunch).”
• “The sessions were largely helpful, but some speakers just read off of slides and those sessions could have just been covered through a handout. The most helpful sessions involved insights from faculty about their personal experiences.”
• “In terms of pedagogy, although writing is important, it felt like it was the main focus of the ‘how to engage students’ portion and I would have preferred other types of strategic course planning in addition to it. This group was humanities mostly so it makes sense, I just hoped to learn more techniques that I could actually apply in my classes.”
**Workshops, 2012-2013**

Evaluation Instrument (Sample)

Center for Faculty Innovation
Evaluation

Faculty Seminar: Internal Grants  September 14, 2013
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>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. This seminar was beneficial to me as a faculty member.
   - 1
   - 2
   - 3
   - 4
   - 5

2. This seminar gave me ideas which I plan to use.
   - 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 experiences and knowledge.
   - 1
   - 2
   - 3
   - 4
   - 5

5. I am interested in attending future faculty seminars.
   - 1
   - 2
   - 3
   - 4
   - 5

What was most valuable?

Suggestions for changes:

Additional comments:

Thank you for participating.
Faculty Seminar: Internal and External Grants    September 27, 2013

Beneficial to me as a faculty member: 4.9/5.0
Gave me ideas which I plan to use: 4.9/5.0
Learned something new: 4.9/5.0
Given the opportunity to contribute to the conversation: 3.1/3.0
I am interested in attending future faculty seminars: 4.7/5.0
Mean/Median listed; N=7

What was most valuable?

- Websites
- Informal offers of assistance
- How to navigate websites and the offer to look over grants
- Internal grants, because I plan to apply for one
- Learning about the willingness of staff to help with grant preparation

Suggestions for changes:

None

Additional Comments:

- Thank you
- Thanks
- Excellent—thank you

Faculty Seminar: Writing without Overwhelming Yourself    October 4, 2013

Beneficial to me as a faculty member: 4.8/5.0
Gave me ideas which I plan to use: 5.0/5.0
Learned something new: 4.9/5.0
Given the opportunity to contribute to the conversation: 5.0/5.0
I am interested in attending future faculty seminars: 4.9/5.0
Mean/Median listed; N=9

What was most valuable?

- “Students grading each other”
- “Great ideas from Robert and the audience as well.”
- “Modeling 😊”
- “Robert Bell”
- “Robert is wonderful”
- “Ideas about creative writing assignments—blogs, dialogue, cartoons”
- “Assignment ideas”
Suggestions for changes?
None

Additional comments:
None

Faculty Seminar: Getting Students to Read  November 1, 2013

Beneficial to me as a faculty member: 4.3/4.0
Gave me ideas which I plan to use: 4.2/4.0
Learned something new: 3.9/4.0
Given the opportunity to contribute to the conversation: 3.9/4.0
I am interested in attending future faculty seminars: 4.7/5.0
Mean/Median listed; N=7

What was most valuable?
- “Yes!”
- “Examples of how other instructors get students to read”
- “Effective rubrics [on online grading]”

Suggestions for changes:
None

Additional comments:
- “Graduate students raise different issues than undergrads in core/CC courses. They shouldn’t need the same carrots/sticks. Yes, reading is not the only way to engage with contact, but this session is supposed to be on reading, not on alternative forms of contact.”

Faculty Seminar: New Pedagogies for Teaching Large Classes  November 15, 2013

Beneficial to me as a faculty member: 5.0/5.0
Gave me ideas which I plan to use: 4.9/5.0
Learned something new: 4.6/5.0
Given the opportunity to contribute to the conversation: 3.6/4.0
I am interested in attending future faculty seminars: 4.9/5.0
Mean/Median listed; N=9

What was most valuable?
- “Dynamism and new ideas.”
- “Modeling.”
• “Flipping classroom”

Suggestions for changes:
None

Additional Comments:
• “Great. Keep it up!”

Faculty Seminar: Mental Health Awareness for Faculty Advisors     March 24, 2014

Beneficial to me as a faculty member: 4.5/5.0
Gave me ideas which I plan to use: 4.5/5.0
Learned something new: 4.3/5.0
Given the opportunity to contribute to the conversation: 4.6/5.0
I am interested in attending future faculty seminars: 4.6/5.0
Mean/Median listed; N=10

What was most valuable?
• Very practical info
• Q&A
• Learning about the existence of the Care & Concern Committee
• Confidentiality requirements/restrictions. Discussion was helpful.

Suggestions for change:
• This was an incredibly basic, uninformative meeting.

Additional comments:
• We need real discussions about skills and tools faculty can use in meetings with students since we do spend time working with students on these issues.
• Great job all around!
• Helpful!
First-Year Teaching Colloquium, Spring 2014

Beneficial to me as a faculty member: 4.7/5.0
Gave me ideas which I plan to use: 4.8/5.0
Learned something new: 4.8/5.0
Given the opportunity to contribute to the conversation: 4.7/5.0
I am interested in attending future faculty seminars: 4.6/5.0
Mean/Median is listed; N=13

What was most valuable?

- Having our discussion focused on the reading.
- Having plenty of time for discussion.
- Discussion about different approaches. Going deeper in one area. Using primary sources.
- How I need to teach a class full of first year students.
- Confirmation of best practices I am already using. Learning other professor’s good ideas.
- Learning that the issues I have in class are most unique to me.
- The sharing of some of the ideas to deal with discussion.
- Seeing specific examples from the speaker/facilitator and from fellow participants. The most valuable session to me was the one that Sue led about discussion facilitation.
- Teaching techniques. Getting a better picture of our freshmen.
- Last two sessions about Reading/Writing and Discussions. Not only were the resources we received valuable and useful (for the session), but I very much liked the facilitated discussion, giving us participants the opportunity to engage and share. But, importantly, it was appropriately managed and focused ... that is not just a "sharing experience" or "commiseration session".
- Speakers were excellent-- exchange between faculty members on their teaching experience invaluable.

Suggestions for changes:

- Invite faculty members for each session and have them present things that we are talking about just like Robert Bell showed his assignment on the “Devil.”
- Sue did a good job of reminding us we are supposed to be talking about freshmen, but a lot of the questions and examples are from major classes. Can we stress the freshmen more?
- None.
- Some of these sessions (esp., getting students to read, to write critically, and engage in in-class discussions) are probably needed every year. Others might include more specific discussion about assessments (in courses, not curricula per se), especially graded assessments. Most research on current teaching pedagogical practices is pushing the point of encouraging doing non-graded formative assessments (to see what students know and
to show them what they know), which in part is just trying to get instructors to do "even a little bit" of non-graded formative assessment. But the where the rubber meets the road is how course grades are determined.

Additional comments:

- Wish I knew how to encourage other people to attend your events because there is always something inspiring and information that I can use the next week.
- Great articles for today’s section.
- The resource documents were very good, however, many of the pdfs were badly xeroxed (even somewhat unreadable) or gigantic in size (because they weren't tweaked in Adobe Professional), so just make sure that the resources are nice and clean. And ... THANKS!
- Thanks.
Online Teaching Colloquium, Spring 2014

Beneficial to me as a faculty member: 3.0/4.0
Gave me ideas which I plan to use: 3.3/4.0
Learned something new: 3.2/3.0
Given the opportunity to contribute to the conversation: 4.3/4.0
I am interested in attending future faculty seminars: 3.3/4.0
Mean/Median is listed; N=7

What was most valuable?

- Hearing the experience of others who have offered online courses.
- Description of technical options.

Suggestions for change:

- Have the folks from the library in tune with where we the participants are. We were on a more basic level than they were - I did not know much of what they were talking about so they came across as elitist.
- None.
- We need to know what the best practices are in teaching online and no one researched this for the workshop series in order to help us to figure this out. It would make the most sense to have an expert brought in to instruct us on this.
- People that have successfully taught multiple online courses should be in charge of the development of online courses. Kind of obvious.

Additional Comments:

- Thanks for your efforts.
- The library people are nice men, but they cannot teach. Individual appointments with Jonathan for assistance in Blackboard would be more useful than a group workshop series.
Thursday, August 15
All sessions are in Monroe Library, Multimedia II, unless otherwise noted.

8:45 a.m. – 10:30 a.m. Jesuit Breakfast, Danna Center, Faculty/Staff Dining Room

10:30 a.m. – 10:45 a.m. Break

10:45 a.m. – 11:00 a.m. Welcome to New Faculty Orientation
Ms. Liv Newman, Associate Director for Faculty Development

11:00 a.m. – 11:30 a.m. Course Management Technology-Blackboard & Other Software Packages
Mr. Jon Gallaway, Blackboard Manager
Ms. Susan Brower, Media Services Coordinator

11:30 a.m. – 12 noon Student Records and FERPA
Ms. Kathy Gros, Director

12 noon – 1:00 p.m. Lunch, Danna Center, Faculty/Staff Dining Room

1:00 p.m. – 1:15 p.m. Welcome to Loyola
Dr. Melanie McKay, Vice Provost for Faculty Affairs
Dr. Thom Spence, Vice Provost, Institutional Research, Assessment, and Student Success
Mr. Robbie Reed, Assistant Vice President for Student Affairs

1:15 p.m. – 2:00 p.m. Faculty Citizenship and Handbook
Dr. Melanie McKay, Vice Provost for Faculty Affairs
Dr. Alice Clark, President, Faculty Senate

2:00 p.m. – 2:15 p.m. Public Affairs
Ms. Meredith Hartley, Director

2:15 p.m. – 2:30 p.m. Break

2:30 p.m. – 3:30 p.m. Continuity of Operations
Mr. Stephen Murphy, Emergency Manager
Dr. Melanie McKay, Vice Provost for Faculty Affairs
Friday, August 16
All sessions are in Monroe Library, Multimedia II unless otherwise noted.

8:45 a.m. – 9:00 a.m.  Continental Breakfast

9:00 a.m. – 10:00 a.m. Today’s Students
    Dr. Lawrence Lewis, Associate Professor, Psychology
    Dr. Brad Petitfils, Director of Campus Planning

10:00 a.m. – 10:45 a.m. Academic Integrity
    Honor Code, Ms. Teri Gallaway,
    Safe Assign, Mr. Jon Gallaway, Blackboard Manager

10:45 a.m. – 11:00 a.m. Break

11:00 a.m. – 12 noon Panel: Insights from your Colleagues
    Dr. Charles Corprew, Psychology
    Dr. Carol Ann MacGregor, Sociology
    Dr. Laura Murphy, English
    Dr. Jai Shanata, Chemistry
    Dr. Frankie Weinberg, College of Business

12 noon – 1:00 p.m. Lunch, Danna Center, Faculty/Staff Dining Room

1:00 p.m. – 1:30 p.m. Teaching at a Jesuit Institution
    Dr. John Sebastian, Director, Common Curriculum

1:30 p.m. – 2:00 p.m. Structuring a Syllabus
    Dr. Melanie McKay, Vice Provost for Faculty Affairs

2:00 p.m. – 3:00 p.m. Engaging Students
    Library Services, Ms. Malia Willey, Instruction Coordinator
    Service Learning, Ms. Kelly Brotzman, Director
    International Education, Ms. Debbie Danna, Director
    Academic Resource Center, Mr. Derek Bridges, Assistant Director

3:00 p.m. – 3:15 p.m. Wrap-up
    Ms. Liv Newman, Associate Director for Faculty Development
LEARNING OUTCOMES: At the end of this colloquium, participants will be able to:

1. Develop student learning objectives that will lead to achievable outcomes;
2. Identify and use, as needed, the primary learning objects and tools of Blackboard Learn LMS;
3. Create assignments that enable students to master the specified student learning objectives;
4. Create assessments that accurately measure student progress at multiple points during the term;
5. Use student evaluation feedback to make iterative improvements upon their online courses.

SESSIONS:

Session 1: Introduction and Developing Student Learning Objectives (Tuesday, 1/21)
Mr. Phil Rollins and Ms. Liv Newman
Read: McDonald and Tewksbury
Bring a draft syllabus or a syllabus used for this class in the past.

Session 2: Online Course Design Best Practices-Technology (Tuesday, 2/11)
Mr. Jon Galloway and Mr. Phil Rollins

Session 3: Online Course Design Best Practices-Assignments (Tuesday, 3/11)
Mr. Adam Parker and Ms. Liv Newman

Session 4: Course Assessment Best Practices (Tuesday, 4/1)
Dr. Brad Petitfils
Bring a printed copy of a rubric that you plan to use for an assignment or one assessment that you intend to use in your summer course.

Session 5: Faculty Presentations (Tuesday, 4/22)
Participants will share either an assignment or assessment of which they are proud, or an assignment or assessment for which they would like to have feedback. Time will be limited.