1. Executive Summary/Background

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.

The Center grew out of the Faculty/Staff Development initiative in the 2006 Quality Enhancement Plan, developed as part of our SACS reaccreditation. While faculty development programs were offered in various contexts from 2007-09, the Center itself was not officially established and named until 2010. Housed in the Monroe Library, the CFI includes a meeting room on the third floor, instructional technology offices and staff, print and online library holdings.

Under the direction of the Vice Provost for Faculty Affairs, an Advisory Committee spent AY 2009-10 in planning. A campus-wide survey was administered in Spring 2010 to assess faculty’s perceived needs for development programs. Staff was hired in 2010-11 (50% time Assistant Director of Faculty Development), and the Center is beginning to grow. The CFI offers support to faculty in the form of a New Faculty Seminar, a Faculty Academy, university-wide workshops, 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. The Center also administers New Faculty Orientation.

Thirty-seven new faculty participated in New Faculty Orientation and the New Faculty Seminar in 2010-11. Fifteen faculty participated in the 2010-11 Faculty Academy, which trains instructors to design and teach First-Year Seminars. Three Faculty Research and Publishing Groups comprising approximately 20 faculty operated throughout 2010-11.

Workshops sponsored by the Center for Faculty Innovation (CFI) use a faculty-centered model. Topics for 2010-11 workshops were chosen based on analysis of the Center for Faculty Innovation Faculty Survey, in which responding faculty expressed high levels of interest in development programs to enhance the teaching of critical thinking skills and engaging students. 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. Key articles by scholars in the topical fields have been distributed at all faculty seminars. The collection and analysis of evaluations has begun this semester in a consistent way. Faculty seminars are being videotaped and posted to the CFI website so that they may be shared with a wide audience.

Profile Summary: Center for Faculty Innovation (CFI)
2.1 Official Name and 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.

2.2 The program is composed of several components

- Workshops that use a faculty-centered model. Faculty from all the undergraduate colleges and the library have served as workshop leaders. These faculty have presented their best practices and shared ideas related to the topic being addressed. Key articles by scholars in the topical fields have been distributed at all faculty seminars.

- New Faculty Orientation and New Faculty Seminar covering such topics as Faculty Citizenship, Faculty Handbook, Support for Faculty Research and Teaching, Student Support Services, the Common Curriculum, Advising, Library/Instructional Technology Resources.

- Faculty Academies to help faculty develop learner-centered instruction and transformational pedagogies.

- Resource library of print and online sources on teaching and learning.

- Support for faculty research and publishing groups; coordination of internal grants.

- Coordination of new faculty mentoring.

1.2.1 Headcounts:

Vice Provost for Faculty Affairs serves as director (full-time position)

Assistant Director of Faculty Development (full-time/ 50% teaching; 50% administrative)

1.2.2 Faculty Headcounts: NA

1.2.3 Headcounts of full-time and part-time undergraduate students NA

2.2.4 Headcounts of full-time and part-time graduate students NA

2.2.5 Retention Rates NA

2.2.6 Graduation rates NA
3.1 Assessment

Program assessment occurs through self-report evaluation of the workshops; syllabus analysis and self-report evaluation in Faculty Academies; analysis of NSSE data relevant to the teaching of critical thinking and Jesuit values to assess the impact of Faculty Academies on student learning; campus-wide faculty surveys to determine faculty development needs.

3.2 The program goals for 2010-11

- 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

Relationship to the University Strategic Plan

The Center for Faculty Innovation advances the major goals of the strategic plan: enhancing Jesuit values and enhancing Loyola’s reputation and stature. By supporting faculty understanding of Jesuit education and faculty excellence in teaching and scholarship, the CFI contributes to deepening Jesuit values in academic programs and improving our reputation and stature externally.

3.3 Student Learning Outcomes
Because CFI mission and programs center on faculty development, student learning outcomes flow indirectly from our activities. Articulating these outcomes is a part of strategic planning, which, as a new unit, we have only begun.

3.4 Assessment Activities, 2010-11

As this was the first year in which CFI operated with staffing and a centralized identity, the assessments we conducted provided, for the most part, baseline information against which to measure effectiveness in future years.

- Faculty Development Needs Survey (appendix 2) (spring 2010)
- Extraordinary Faculty (see appendix 4) (results being compiled)
- Evaluations of workshops
- Evaluations of Faculty Academy
- NSSE data will be analyzed before AY 2011-12. Still being compiled

See Appendix for instruments and results.

3.5 Describe assessment of community-based learning, etc. NA

3.6 Briefly describe the results found through the assessment of the previous year’s program goals and student learning outcomes:

Workshop evaluations indicate high levels of satisfaction with the programs. Across the board, participants indicated that the programs were “beneficial to me as a teacher,” “gave me ideas for use in my classes,” and taught me “something I had not learned before” (median score at 4 – 5. In some cases, median scores were slightly lower on whether the workshop gave participants a chance to contribute by sharing their own classroom experiences and best practices (range of 2.5 to 4.5).

Faculty Academy evaluation are still being compiled. Preliminary data indicate, however, that participants found the chance to work together on assignments (in pairs and small groups) and to present their syllabi to one another were the most valuable parts of the program.

4. Summary of Achievements

4.1 Unit as a whole:

- Thirty-seven new faculty participated in the New Faculty Orientation and Seminar (see Appendix 1 for session topics)

- 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
• 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.

4.2/3 Faculty/Staff Achievements: See above (achievements of unit as a whole accomplished largely through the efforts of Liv Newman, Asst Director of Faculty Development)

5. Budget

5.1 FY 10-11 Budget

Salaries and Stipends $21,500, Operating $19,000

5.1.1 Budget Discussion

Funds allocated to CFI are spent to cover the following expenses:

1. Assistant Director salary (50% time)
2. Student assistant salary 12 – 14 hours per week (in lieu of administrative assistant)
3. Publicity materials (flyers, brochures)
4. Catering for workshops, meetings and lunches
5. Miscellaneous funds for refreshments in CFI conference room, Library 334
6. Travel to conferences for CFI staff and faculty involved in faculty development programming
7. Mini-grants to faculty with projects to enhance teaching
8. Supplies and miscellaneous

5.2 Upcoming FY Budget (Expected)

Salaries and Stipends, $31,500 Operating $49,000.

5.2.1 Budget Discussion
The CFI operating budget was adequate to cover 2010-11 expenses, none of which involved bringing in outside consultants. Salaries were not adequate, as the Asst Director was paid a stipend without benefits. Considering the amount of work she took on, what she accomplished, and the basic problem with paying stipends to avoid paying benefits, this situation was unfair. Budget for 2011-12: *top priority is converting the stipend position to a full-time faculty position with benefits (2 courses per semester in department; 50% administrative time). Operating funds need to increase to fund campus-wide critical thinking workshops kicked off by outside expert; to fund Ignatian Faculty Seminar (costs split with Mission and Ministry).*

6.1 Planning Process

During 2009-10, start-up planning for the CFI was conducted by the Advisory Committee, guided by goals in the university strategic plan, Loyola 2012 to enhance stature and reputation and increase understanding of Jesuit values throughout the curriculum. These university-level goals provided the Committee with a basis for planning (develop and implement workshops on pedagogy and teaching excellence, support Faculty Research and Publishing Groups to foster excellence in scholarship and creative work, collaborate with Mission and Ministry to plan faculty development for Jesuit mission).

The campus-wide faculty survey administered in Spring 2010 shaped program planning for 10-11 (see Appendix 2 for survey and results). The highest rated topics were, in this order “Teaching Critical Thinking” (84%), “Engaging Loyola Students” (80%), “Improving Student Writing” (80%) and “Funding Your Research (74%). Accordingly, we organized and offered programs on these topics.

Planning for New Faculty Orientation/Seminar, for workshops and Faculty Academy are shaped by self-report participant evaluations. For example, evaluations of the Fall 2010 New Faculty Orientation indicated that the Human Resources session was redundant—all new faculty had already received this information in visits to HR. Accordingly, it is being dropped. Responses on workshop evaluations that indicate a desire for greater participant interaction will shape workshop planning. And so forth.

Because the CFI is the unit that integrates faculty development campus-wide, much of its planning derives from the input of other divisions and offices. To this point, input has primarily come in to the Vice Provost for Faculty Affairs, with requests for program development and assistance; she has passed these requests to the Advisory Committee for action. The program goals for 2011-12 below reflect the results of this input. It is the intention of the Advisory Committee to create in the future formal mechanisms for assessing campus-wide needs, not only through faculty surveys, but through an interface with the strategic planning of other units.

6.2 How does the unit’s strategic plan support the mission or strategic goals of the university?

The Center for Faculty development advances the major goals of the strategic plan: enhancing Jesuit values and enhancing Loyola’s reputation and stature. By supporting faculty understanding of Jesuit education and faculty excellence in teaching and scholarship, the CFI
contributes to deepening Jesuit values in academic programs and improving our reputation and stature externally.

6.3 Program Goals for 2011-12

- **Work with CFI Advisory Committee to develop five-year strategic plan**

- **Work with Deans to incorporate faculty development activities (presentations, mentoring, etc) into reward system**

- **Implement plan developed by CFI Advisory Committee for enhanced faculty mentoring**
  - Assemble team of five or six Teaching Mentors (TMs) to supplement one-on-one mentoring. TMs in place for Fall 2011.
  - TMs to serve as resource for new faculty hired over last 3 years.
  - Develop plan for team of Research Mentors (RMs) to serve similar function.

- **Work with CFI Advisory Committee to develop plan for more effectively stimulating and supporting faculty research**
  - CFI staff conduct “load audit” in each college to determine possibilities for new faculty load reductions to support pre-tenure research.
  - CFI staff prepare budget to advocate for paid pre-tenure research leaves.
  - Revise guidelines for awarding of internal grants to ensure that they maximize research opportunities for all faculty.
  - Develop strategies to stimulate and support research of mid-career and senior faculty.

- **Develop and implement Faculty Academies for new Common Curriculum**
  - Adapt content from FY Seminar Faculty Academy
  - Survey groups currently working on CC course revision to determine faculty development needs
• Implement new Academies Spring/Summer 2012

• Develop plan to offer greater university-wide support to extraordinary faculty
  o Analyze extraordinary faculty survey, administered Spring 11
  o Develop proposal for “professors of practice” and/or tenured teaching faculty to present to Deans and Provost.

• Develop and implement faculty development programs in teaching Critical Thinking (CT)
  o Organize and offer two-day workshop with consultant from Collegiate Learning Assessment on designing assignments to teach CT effectively. Faculty to receive small stipends to attend and redesign assignments.
  o Organize faculty-led workshops on teaching CT to be offered throughout the year.
  o Offer “Talking About Teaching” sessions on CT throughout year.

• Develop and implement, with Mission & Ministry, collaborative Ignatian Faculty Seminar to stimulate teaching and learning of Jesuit values in education
  o Series to run throughout AY with single cohort. Participants to receive stipends.
  o Series to include outside speakers, readings, presentations by participants during Fall 2011; redesign of courses/assignments during Spring 2012.

6.4 Student Learning Outcomes for 2011-12

Because CFI mission and programs center on faculty development, student learning outcomes flow indirectly from our activities. Articulating these outcomes is a part of strategic planning, which, as a new unit, we have only begun. Because of a campus-wide focus on enhancing student learning of critical thinking skills and social justice values, however, our development of outcomes will center on the ways that faculty development programs measurably enhance this learning in the classroom.

6.5 Planned involvement of non-Loyola community. NA

6.6 Resources that will support the goals for the upcoming year

The majority of the resources supporting the CFI are described in the Budget section above (salaries and operating funds). Resources from other units may support collaborative programming as well.
In terms of staff resources, a half-time Assistant Director who reports to the Vice Provost for Faculty Affairs oversees planning and administration; the Vice Provost devotes varying percentages of time to these activities.

6.7 Assessment Plan for 2011-12:

- We will continue to assess the workshops through participant evaluations of the seminars. Indirect assessment measures will include analysis of data on the NSSE survey related to critical thinking and Jesuit values, outcomes we will focus on in faculty development programs.
APPENDIX 1

New Faculty Orientation
August 19 and 20, 2010
Thursday, August 19

8:45 -10:45  Jesuit Breakfast  VP Mission and Ministry

10:45-11:00  Break  Adjourn to MultiMedia Room 2, Monroe Library

11:00-12:00  Human Resources  Director, HR

12 – 1:00  Library  Research Librarians

1 – 2:30  Lunch  Faculty Staff Dining Room, Danna Center

2:30-3:30  Syllabus & Evac Policies  Vice Provost Faculty Affairs, Blackboard Mgr

Friday, August 20

MultiMedia Room 2, Monroe Library

9:00 - 9:45  Faculty Development:  Vice Provost Faculty Affairs
Center for Faculty Innovation, Internal Grants

9:45-10:15  External Grants  Vice Provost, Inst. Eff

10:15-10:30  Break

10:30-11:30  Common Curriculum & First-Year Seminars  Vice Provost Faculty Affairs

11:30 – 12:30  Advising and LORA  Director, Student Records

12:30- 1:45  Lunch

1:45-2: 45  Faculty Handbook, Committees, Faculty Responsibilities  Vice Chair, U Senate

2:45 – 3:00  Break

3:00 – 4:30  Adjourn to your College Dean’s Office

Additional topics will be covered in meetings throughout the fall semester. Dates provided at orientation.
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<td>September 10</td>
<td><em>Getting it Funded: Internal and External Grant Support</em></td>
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<td>September 24</td>
<td><em>The Common Curriculum and First-Year Seminars; Mentors’ Reception</em></td>
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### APPENDIX 2

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Question Type: Choose one

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Percent of Respondents

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Percent of Respondents
## Scale 1

**Choose one**

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of the CFI is to gather information about faculty needs to support teach-
creative projects.

interests, please rate the following workshop topics using the following scale:

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COMMENTS:

*Please list other topics that you would like the CFI to offer:*

- International development
- Improving student engagement in the classroom
- Interesting teaching techniques—how to get the quiet students to talk, assessment methods, things like that
- If you do something on securing external grants, despite the artificial union of 'humanities' and 'natural sciences' could you have a presentation for people working on hard sciences, and one for the humanities (and things that are related to humanities but not in our college) because these sorts of grant applications are apples and oranges between humanities and natural sciences. Maybe apples and meatloaf.
- First a comment specially about Technology Topics: You are assuming that we all know about the different technological options in the survey, but it is not true in my case. Talking about topics, it is important to bring to Loyola information and training about new trends in college education. The field is changing very quickly, and we need to make informed decision regarding our courses, departments and students.
- I don't know what most of the items in the previous list are!
- I would like to see more tutorials on software packages such as: SPSS PC CAD GIS
- Team-teaching.
- Ipad versus kindle: benefits and weaknesses for technology in the classroom and in the field (study abroad programs) interdisciplinary approaches—how to strengthen a student-centered curriculum.
- Testing-Questions-assessment of test quality and impact; whole person assessment; value-based education; esteem and agility development; mental health of students in the current environmental demands; non-technology; large classrooms; seminars
- How to write successful grants. George sent the info on the grant writing workshop in Baton Rouge for $595.each! Can we get some on on campus that is interesting and engaging on the topic. I attended some sessions held by the Arts Council of New Orleans a few years back with a group they were bringing in periodically and it was great.
- Alternative and effective assessment.
- Something about forming book proposals would be helpful.
- Actually, I have no idea what most of the technology topics are.
- variety of teaching techniques for online teaching use of programs such as dream weaver; photoshop and uses for online course development.
- Grant writing workshops.
• Advanced Blackboard/digital learning techniques. Stuff for the ‘power’ users. We have such an emphasis on the basics (Which I DO understand the need for); however, there are those of us who try to maximize the technologies- but here is little in the way of explicit training or whatnot for us to further enhance/learn new skills

• Book proposals with speakers from publishing houses, workshops that allow faculty to present their research to one another

• international collaborations what have we learned from advances in neuroscience about how people learn that can inform how we teach how to change the way we assess student learning to reflect new ways of teaching how to teach the entitled student how to deal with cheating how to help students uncover and learn to accommodate their learning styles refresher on Photoshop, Power Point, video editing

• I welcome all the topics recommended from school since I know almost nothing in this field.

• faculty scholarship drives effective and interesting classroom teaching. Loyola seems to have lost sight of this model. Your office should focus more on these issues.

• More practical support for faculty research. Mentorship for tenure-track faculty. Info regarding navigating the politics of university life for faculty and who to go to safely if you have a concern or grievance.

What previous workshops have you attended that were especially useful and/or interesting and why?

• I have attended only a few. The ones on teaching methods helped me the most, especially if there were hands-on learning moments. I remember something presented by Don Hauber, for instance.

• first year seminar. hybrid courses. ignatian values.

• I like workshops on new technologies, but those workshops have been mostly a lecture, and with technology I need to do things instead of listening about things. I have also enjoyed the workshops on publications, but we need more information, and clear policies.

• Attended Scholarship in Teaching/Learning and some related to online teaching, including video conferencing. Latter was good because it was something I was going to need for a particular purpose; the former was less practical, as scholarship of teaching/learning is quite prevalent already in my discipline.

• Blackboard Teaching with technolgy

• Teaching international students.

• publishing workshop iclicker (needs an advanced level for working with grades, not just beginning) wiki design (advanced) camtasia workshop

• Technology-based workshops are good because the field is constantly changing.
• Jesuit practices -- short sweet presentations by many cross-disciplinary faculty

• Faculty academy. I think every faculty member should attend.

• Often, there have been some I would have liked to attend on advance use of Blackboard or Robert Bell's on using technology, but unfortunately the time does not always work for me. Maybe having the same sessions at two times one day and one evening for the various schedules.

• Texas Instrument workshop. It gave a quick overview of the different functions on the TI-NSPIRE graphing calculator and how they applied to different mathematical topics.

• grants development Service learning Both because i am a new faculty member and it is helpful to know what, where, how, who.

• addressing the media; yes, very helpful if only to gain confidence in giving interviews.

• Have attended a few - they were all useful.

• preparation for teaching summer online courses -- offered a variety of ideas on what is available...but that is always changing.

• Marquette Fellowship writing.

• Technology - see what is available, especially group meetings online, safe assign, blogs and wikis.

• FYE was the most useful- it taught me pedagogical concepts that I could take into all of my courses. Which I appreciated.

• Blackboard Powerpoint Clickers Because I use all of these.

• I have attended many of the above topics, so my medium interest is mostly because I've already heard what campus leaders have to say.

• clickers, basic blackboard usage. I think clickers is interesting, however, I would hesitate to ask students to buy the equipment if it is just for my class. If I use the ones offered by the school, I have to request certain classroom, it is somewhat inconvenient.

What do you hope(expect to learn from the Center's workshops?

• How to be a better teacher

• What some of my colleagues are doing that I can apply to what I do.

• I would to learn more on how to be a more effective professor in the classroom. It is also important to understand the impact of new technologies (iPads, for instance). Service Learning workshops are great, but we need more in order to move from a traditional lecture-type class to a Community-based research class.

• New information and ways (beyond the obvious) to incorporate new ideas/techniques.
• Improve my teaching and research skills.

• New approaches.

• I appreciate learning ways to engage my students and to help them learn through a variety of formats.

• Honestly I don't think that there is much of anything of value in any of these workshops. Much would depend on whether the people running them know anything about what they're talking about.

• Can only pic one time on availability for each day......???/

• As a long time tenured professor, I am interest in how to keep on top of the game and keep students engaged. Regarding the question below about times, the problem is that available times can change from semester to semester. I am indicating this semester options, that does not necessarily apply to spring or next fall.

• Anything practical that can directly be put into use in the classroom to improve students' quality of learning and help them get engaged in the process.

• The what, where, how, who

• More help to shape teaching than for publishing.

• More effective teaching approaches for online education.

• Enhancing technology in the classroom, advising, improving student writing and integrating Jesuit values in teaching.

• All kinds of good stuff!

• Mainly how to make better use of the above.

• How to work to improve my teaching, how to support my research, and how to explore new areas of responsibility. On the list of available times below: it changes semester by semester, and sometimes week by week, depending on meetings. (For instance, I often have a Wednesday 4pm class in the spring, but not the fall.) I'd say late afternoon (after 3) is probably best for many, including me, as a very general rule, but major meetings (e.g., SCAP, Senate) need to be scheduled around.

• Skills to enhance teaching.

• hands on, participatory learning, where I leave with something I can directly put into use if it's technology, I need to use it to apply it later

• Anything that will provide me some ideas to improve my teaching and the effectiveness of communication and administrative work related to teaching.

• More practical support for faculty research. Mentorship for tenure-track faculty.
APPENDIX 3
Workshops and Evaluations

Faculty Seminars (held monthly, spring 2011)

<table>
<thead>
<tr>
<th></th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Critical Thinking Through Writing</td>
<td>24</td>
</tr>
<tr>
<td>Engaging Students: The Possibilities and Pitfalls of Social Media</td>
<td>32</td>
</tr>
<tr>
<td>Teaching Critical Thinking Through Class Discussion</td>
<td>19</td>
</tr>
<tr>
<td>Engaging Students: Teaching a Diverse Student Population</td>
<td>12</td>
</tr>
</tbody>
</table>

Talking About Teaching Series (held every two weeks, spring 2011)

Average Number of Participants = 12

More on developing critical thinking through writing
Open access and digital depositories with Jim Hobbs
Ignatian spirituality and the professor with Tom Ryan
More on developing critical thinking through class discussion
Faculty/Librarian partnerships with Terri Bednarz and Brian Sullivan

Sample Evaluation Instrument

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 able to contribute to the conversation by sharing my own classroom experiences and best practices.

   1  2  3  4  5

5. I would like to attend another seminar like this one.

   1  2  3  4  5

What was most valuable?

Suggestions for changes:

Additional comments:

Thank you for participating.

**Evaluation Results**

*Teaching Critical Thinking through Writing*  
January 26, 2011

Total Number of Respondents: 10

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This seminar was beneficial to me as a teacher.</td>
<td>4.4</td>
<td>4</td>
</tr>
<tr>
<td>2. This seminar gave me ideas for use in my classes.</td>
<td>4.4</td>
<td>4.5</td>
</tr>
<tr>
<td>3. I learned something that I had not considered before.</td>
<td>4.4</td>
<td>5</td>
</tr>
<tr>
<td>4. I was able to contribute to the conversation by sharing my own classroom experiences and best practices.</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>5. I would like to attend another seminar like this one.</td>
<td>4.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>
What was most valuable?
- Experiences, sharing
- The sense that various disciplines contribute in various ways to developing critical thinking
- Kate’s enthusiasm
- Demonstration of method through our experience of it – rather than lecture on info presentation
- Q&A
- I learned about various disciplines

Suggestions for changes:
- More interaction
- Have us apply/do what is presented – application at the session

Additional comments:
- Wonderful. Keep doing it. Thanks!!

Engaging Students: The Possibilities and Pitfalls of Social Media  February 11, 2011

Total Number of Respondents: 14

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This seminar was beneficial to me as a teacher.</td>
<td>4.1</td>
<td>4</td>
</tr>
<tr>
<td>2. This seminar gave me ideas for use in my classes.</td>
<td>4.1</td>
<td>4</td>
</tr>
<tr>
<td>3. I learned something that I had not considered before.</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>4. I was able to contribute to the conversation by sharing my own classroom experiences and best practices.</td>
<td>3.3</td>
<td>4</td>
</tr>
<tr>
<td>5. I would like to attend another seminar like this one.</td>
<td>4.3</td>
<td>4</td>
</tr>
</tbody>
</table>

What was most valuable?
- Assignments given to students
- Survey of current practices, uses by 2 professors, rambled a bit though
- Interaction between the presenters and the professors
- Research and conceptualizations of social media use
- Use of blogs and twitter in class
- Presentation style
- Twitter discussion
- Sharing stories about teaching with the tools
- The discussion around the topic
- Seeing examples
- To learn about law students’ need to be taught how to use the “system” before they “take off” with it
- Good presenters
- Clear
- Applicable

Suggestions for changes:
- Make it more interactive with social media
- Different room-difficult to see everyone
- Ask presenters for citations and technology sites they use

Additional comments:
- Excellent-all speakers, research and app. for teaching too

Teaching Critical Thinking Through Class Discussion March 16, 2011

Total Number of Respondents: 8
1. This seminar was beneficial to me as a teacher.
   Mean= 4.5   Median= 4.5

2. This seminar gave me ideas for use in my classes.
   Mean= 4.6   Median= 5

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

4. I was able to contribute to the conversation by sharing my own classroom experiences and best practices.
   Mean= 3.7   Median= 3

5. I would like to attend another seminar like this one.
   Mean= 4.5   Median= 4.5

What was most valuable?
- Marcus’ class exercises were pretty amazing!
- Specific classroom exercises
- Short enough presentations to allow for Q & A
Accounts of the real life, actual activities that the presenters have found successful in their classes
- Specific techniques and how these were used successfully
- New and several practices
- Sharing others’ ideas
- Ideas for stimulating discussion

Suggestions for changes:
None were listed.

Additional comments:
- Excellent! Thank you!
- Great Food

Engaging Students: Teaching our Diverse Student Population April 8, 2011

Total Number of Respondents: 4
1. This seminar was beneficial to me as a teacher.
   Mean= 5. Median= 5

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

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

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

5. I would like to attend another seminar like this one.
   Mean= 5. Median= 5

What was most valuable?
- Sharing experiences
- Broad picture of Loyola
- Learning about non-traditional student expectations/needs

Suggestions for changes:
None were listed.

Additional comments:
- Thanks! Keep doing it. Expand the menu.
- Thanks!
Social Sciences

How many years have you been full-time at Loyola?

- Assistant Professor
- Associate Professor
- Full Professor

What is your present title?

- Instructor
- Teaching Assistant Professor

Do you have contractual responsibilities with Loyola other than teaching?

Please explain (please specify)
cally, how many contact hours do you have per week? That is, how many hours do you spend in the classroom?

**What is your salary range?**

- $000-24,999
- $000-29,999
- $000-34,999
- $000-39,999
- $000-44,999
- $000-49,999
- $000-54,999
- $000-59,999
- $000 or above

**Forms of teaching, do you or have you:**

- [] taught honors courses
- [] taught summer school
- [] utilized service learning
- [] none of the above

- [] developed new courses
- [] taught first-year seminars
- [] taught upper-level courses
- [] taught online
- [] please specify:
What do you feel Extraordinary Faculty members should be evaluated differently from Ordinary Faculty members?

What are the most notable advantages of being an Extraordinary Faculty member?

What are the most notable disadvantages of being an Extraordinary Faculty member?
Would you be interested in some alternative to traditional tenure (for example, a faculty system without tenure, "teaching tenure," etc.)?

Maybe, what should the requirements be? What would be the benefits of such a status? How would this status differ from ordinary faculty status?

How satisfied are you with your employment at Loyola?

satisfied
neutral satisfied
neutral
evwhat dissatisfied
dissatisfied
APPENDIX 5
CFI ADVISORY COMMITTEE
2010-11

Robert Bell  Writing Across the Curriculum/Extraordinary Faculty
Michelle Johnston  College of Business
Ricardo Marquez  Office of Mission and Ministry
Melanie McKay  Vice Provost, Faculty Affairs (ex officio)
Liv Newman  Assistant Director, Faculty Development (ex officio)
Elizabeth Parent  College of Music and Fine Arts/Adjunct- Part time Faculty
Brad Petitfils  Monroe Library
Cathy Rogers  College of Social Sciences
Tom Ryan  Graduate Programs
Mary McCay  College of Humanities and Natural Sciences
Karen Reichard  Women’s Resource Center