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.

2. This seminar gave me ideas which I plan to use.

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

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

5. I am interested in attending future faculty seminars.

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.