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. Thirty-eight new full-time faculty participated in New Faculty Orientation in 2012-2013. Faculty and staff from across campus participate as facilitators, sharing pertinent information related to teaching, research, and service (see Appendix 1). In addition, there was an orientation for new part-time faculty that was held. This was a 2-hour program which provided new part-time faculty with basic information related to teaching at Loyola (see Appendix 2).

Faculty Academy is a faculty development program which trains instructors to design and teach First-Year Seminars. Eleven faculty participated in the 2012-2013 Faculty Academy (see Appendix 2).

Four Faculty Research and Publishing Groups comprising approximately 20 faculty operated throughout 2012-2013.

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. 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.

CFI uses the Strategic Plan created by the CFI Advisory Committee to guide all programming and activities. A variety of assessment tools have been utilized to measure the success of each program and its related goal. In adherence to the Strategic Plan, there were no new initiatives launched during the 2012-2013 year. The CFI Advisory Committee was satisfied with the programs and outcomes of those programs, hence the lack of change.

2.1 Faculty Staff Profile

Melanie McKay, Vice Provost for Faculty Affairs
Liv Newman, Associate Director for Faculty Development, Full-Time
Tarana Lawrence, Administrative Assistant to Melanie McKay, Full-Time with 30% of time dedicated to the Center for Faculty Innovation

3.0 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 six strategic goals to focus on during 2012-2013. These goals include to increasing pedagogical competency related to
improving students’ critical thinking, strengthen mentoring of faculty, supporting the Common Curriculum revision, and Mission and Ministry.

Top Strategic Goals for 2012-2013

1. Create opportunities for faculty to improve their teaching with the intention of involving 50% of Loyola’s faculty in these opportunities by 2012.
   Objective: Organize and fund training for a team of faculty leaders in designing assignments to improve students’ critical thinking. The team will train other faculty in assignment design and in workshop presentation. Presentations will be given twice a year by members of the original team or those trained by them.

2. Support faculty scholarship and creative work
   Objective: Continue to organize and support Faculty Research and Publishing Groups. Timeline: Ongoing.
   Objective: Obtain funding for faculty publishing seminars with acquisitions editors from academic presses and journal editors. Timeline: Proposal developed for annual budgeting of seminar, fall 2013. Seminars offered beginning spring 2013 and following.

3. Support the integration of all faculty into a community of teacher-scholars at Loyola
   Objective: Enhance mentoring programs across the university. Build on existing mentoring guidelines to create Mentoring Handbook; 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.

4. 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). Timeline: Develop workshops fall 2012. Present workshops fall 2012 and following.
5. 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: Survey faculty to determine interest in types of new media for teaching. Timeline: Develop and administer survey fall 2012.


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

4.0 Budget for Current Academic Year

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 2012-2013, operating funds covered catering for faculty development events, New Faculty Orientation, and Faculty Academy; professional development travel for faculty, books, duplication costs and supplies, and general office expenditures, including the purchase of a computer for the CFI office. Budget was adequate to support strategic goals and initiatives.

5.0 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. We assess our effectiveness in terms of faculty satisfaction and participation. We evaluate each of our programs (New Faculty Orientation, Faculty Academy, 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.

Evaluation results for the 2012-2013 New Faculty Orientation indicate that new faculty are satisfied with the orientation they receive (see Appendix 5). 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 3.7 to 4.7. This was a slight increased mean compared to 2011-2012. Respondents were asked to provide “suggestions for additional topics or other improvements.” The recommendations will be incorporated into future New Faculty Orientations. One respondent noted, “Overall, the program was really well organized and very friendly. It was informative and useful, and really gave us a chance to meet other new faculty.”
The 2013 Faculty Academy consisted of one week-long series of development sessions that include presentations, pair/share exercises, and discussion activities (see Appendix 3). Evaluations for Faculty Academy are primarily qualitative in nature. There is only one question that asks respondents to rank the sessions that were of greatest benefit; otherwise all questions ask faculty to write a response (see Appendix 6). The 2013 Faculty Academy evaluations suggest that participants are satisfied with the program. The questions related to what was most beneficial to participants and what recommendations for improvement to the program that participants shared are of great value for planning future programs.

Repeatedly, participants responded that the program was beneficial to them as they prepare to teach a first-year seminar, “The presentations were very comprehensive” and “It is clear that there are specific goals for the program and working through the syllabus helped me think about truly integrating those into the assignments and assessment.” Increasing the number of opportunities for professors who are teaching first-year seminars to have meetings before the weeklong Academy and learning what the students think of the program were suggestions made for improving Faculty Academy in future years.

2012-2013 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 Appendix 7). There were two programs during the Fall 2012 semester that had median scores that were between 3.0 and 4.0 on two questions, “beneficial to me as a teacher,” taught me “something I had not learned before,” and “gave me the opportunity to share my experiences.” All other means for the two anomalous faculty seminars, and the remainder of faculty seminars was in the 4-5 range. In the spring semester of 2013, 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 range of 4-5).

A survey of faculty interest across a variety of development topics was administered in fall 2012. 113 faculty members participated in the survey. Faculty indicated that they were most interested in learning more about a variety of topics. The most highly rated topics are selected to be the focus of workshops and seminars. Topics of greatest interest include: engaging students, teaching critical thinking, preventing plagiarism, faculty/librarian partnerships, and academic advising. Please see Appendix 7 for complete results from the 2012 Faculty Interest Survey.

In Fall 2012, the Center formed an alliance to support the Ignatian Faculty Fellows Program. The Center provides the Center for Faculty Innovation Conference Room and its resources to this program. The Associate Director of Faculty Development also works with the staff of the Ignatian Faculty Fellows Program to publicize the program to faculty.

The Center collaborates with the Office of Mission and Ministry and the Jesuit Center by collaborating with Office of Mission and Ministry staff and the Assistant Director of the Jesuit Center to develop, publicize, and implement sessions 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.

Four faculty research and publishing groups exist at Loyola. CFI provides meeting space and refreshments, as well as an administrative requests that these groups may have. A formal meeting to spur the growth of groups was held in fall 2012.

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. Mentoring guidelines were distributed to all mentors during the fall 2012 mentoring meeting sponsored by CFI.

There are two goals listed in Section 3 which have not been completed. An objective under “Goal 1” of the Strategic Plan has been to “develop a ‘critical thinking handbook’ for all faculty at Loyola.” This goal has not yet been met since the Common Curriculum committee had not yet
determined the content for a handbook of this type. Due to funding contraints, CFI was not able to organize a “faculty publishing seminars with acquisitions editors from academic presses and journal editors” which is an objective under Goal 2 of the Strategic Plan.

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 2013.

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 2012-2013.

Section 6: Summary of Achievements

Loyola University, at the behest of CFI nominated our Dux Academicus Award winner, Dr. Patricia Dorn, for the U.S. Professor of the Year award sponsored by Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching.

CFI continued to play a central role in the New Orleans Faculty Development Network, a coalition of directors of faculty teaching and learning centers from seven New Orleans area two-and four-year colleges and universities. Meetings are held bi-annually.

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7 Supporting Documents

Please see attachments.

Center for Faculty Innovation Supporting Documents

- 2012 Faculty Academy Evaluation Results.docx
- 2012 New Faculty Orientation Schedule.pdf
- 2012-2013 New Faculty Orientation Evaluation Summary-1.docx
- 2012-2013 Seminars & Workshops List.docx
- Annual Report 2012-2013 Faculty Seminar Evaluation Results.docx
- Bi-annual Faculty Interest Survey, Fall 2012.pdf
- Part-time Faculty Orientation Schedule.docx
- Syllabus 2012 Faculty Academy.docx