

16. Institutionalizing undergraduate research

Proposal due date: Monday, November 15, 2004

Submit electronically to dgoforth@loyno.edu

Or, if you prefer, submit a paper copy to David Estes, 242 Marquette, Box 7

View proposed topics at the QEP Web site—<http://www.loyno.edu/sacs/qep/>

Title and brief description of QEP topic: Institutionalizing undergraduate research

Proposal submitted by [optional]: Gary Talarchek

Brief explanation of how the topic is “creative and vital to the long-term improvement of student learning” at Loyola: "Mentoring is the highest form of teaching," said a faculty member when discussing student research. Undergraduate research to be successful, both pedagogically and in terms of an outcome, such as a publication or presentation, requires that both the student and faculty member understand it as a joint enterprise. UG research reinforces Loyola's mission and status as a primarily undergraduate institution (PUI). As defined here, undergraduate research does not exclude graduate students in business, law or other graduate programs or students in the arts; it does give undergraduate students the kinds of experiences and opportunities most students only get in graduate school. A by-product of UG research is enhanced faculty research and research outcomes.

Evidence (or potential sources of evidence) suggesting the need to address this topic [optional]: A well developed network of elite PUIs exists, as well as two national organizations (the Council on Undergraduate Research and the National Council on Undergraduate Research). Experience and research at those institutions has demonstrated the many benefits to students of an UG research program. Recruitment, retention, and admission to graduate schools and professional schools are some of the more obvious benefits.

Current and planned activities at Loyola related to this topic [optional]: **Here at Loyola, like most universities, undergraduate research is most concentrated in the sciences. However, other departments and colleges can point to student journals, publications, and presentations. The vision of a university that has successfully institutionalized student research, includes incentives for faculty, student research in all units of the university, summer research projects, support for student research, support for student travel to deliver papers and performances and a day set aside to celebrate student research achievements through presentations. The national organizations mentioned above can provide guidance to Loyola in the form of workshops and consultants on the road to institutionalizing student research.**

17. “Research and Technology”

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Title and brief description of QEP topic: “Research and Technology”

A credit-bearing, hands-on course designed to equip students with powerful tools to master research, writing and presentation skills. Students will learn to define, access, manage, integrate, evaluate, create, and communicate information. This is not only necessary for academic success, but also to prepare students for their roles as leaders and professionals in a global and technological society.

The success of this course is dependent on strong collaboration between library and teaching faculty to tailor this program to the curriculum (e.g. First-Year Experience, Common Curriculum, academic major).

Proposal submitted by [optional]: Alicia Hansen, Beth Orgeron, Brad Petitfils, Deborah Poole

Brief explanation of how the topic is “creative and vital to the long-term improvement of student learning” at Loyola: A primary purpose of the information literacy program is to enable students to achieve information literacy competency as defined by the Association of College & Research Libraries (ACRL) Standards for Information Literacy Competency for Higher Education and International Society for Technology in Education (ISTE) National Education Technology Standards for Students.

See:

- <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>
- http://cnets.iste.org/students/s_stands.html

Upon the completion of this course, the student will be able to:

- Access needed information effectively and efficiently (use online databases, understand the organization of information).
- Use information ethically and legally (demonstrate an ability to create a bibliography and cite resources used, recognize and use copyrighted media appropriately).
- Practice the responsible use of technology systems, information, and software.
- Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

- Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Use a variety of media and formats to communicate information and ideas effectively to multiple audiences (understand the importance of utilizing media in presentations in order to target various learning styles, create presentations that incorporate PowerPoint, Web pages, and other types of media such as scanned images, charts and graphs, and clip art).
- Use technology for solving problems and making informed decisions (research topics using library resources, understanding the impact of media as a tool for communicating ideas).
- Develop positive attitudes toward technology use that support lifelong learning, collaboration, productivity and the pursuit of personal interests.

Evidence (or potential sources of evidence) suggesting the need to address this topic [optional]:

We can't ignore that the millennial student lives in a world dominated by media: television, Internet, file sharing, cell phones, and online chat. It's a challenge for librarians and teachers to prepare their students to navigate information sources and make discriminating decisions in this media-driven world.

Many of our students come to Loyola comfortable with computers; however, we've observed that their skills are limited to basic web browsing. With millions of web pages available, we're swimming in information, much of it not suitable for academic research. It seems that students do not have the skills to find, manage, or synthesize information, and as a result are overwhelmed by the simplest research assignments.

Current and planned activities at Loyola related to this topic [optional]: Several activities between the library and teaching faculty illustrate the integration of information literacy into the curriculum. These are only a few examples:

- **Electronic portfolio creation – departments across campus are beginning to experiment with this summative tool that tracks student progress throughout their undergraduate career. In Education and Counseling, students are using e-Portfolios as a type of annotated electronic resume in job interviews.**
- **Authentic assessment via web page creation assignments, e.g. Michelle Johnston (CBA), Tim Cahill (A&S), Ed McCaughan (A&S), etc. Students learn how to do research, and how to design and publish web pages that present their findings; in CBA, students are assigned a local small business (chosen by the Small Business Development Center) that does not currently have a website, are then divided into teams and compete against one another to build the winning website.**
- **English 122, Professor Jennifer Shimek, dedicates a week of classes to engaging students in learning how to use the library's online catalog and information resources (such as databases,**

indexes, and evaluating web sites). Working in groups, students learn search techniques and become familiar with navigating various media to accomplish their information needs. Information literacy skills are applied to researching and analyzing a contemporary issue.

- **Cells and Heredity, Professor Maureen Shuh.** Students were required to view a web tutorial created using RoboDemo software that showed how to find scholarly articles in the biological sciences. After viewing it on Blackboard, students were required to prepare bibliographies of scholarly research using appropriate citation format. Librarians checked students' work before they submitted their assignments to Dr. Shuh.
- **Technology Tuesdays/Thursdays:** open clinic time in the library with an Instructional Technologist. Students independently seek assistance with technology, e.g. PowerPoint, web page design, Excel, video production, scanning.
- **Presentation equipment installations increasing in classroom pool and stated intentions to add more** (see UPT Objectives, 2004-2005 and Academic Affairs Strategic Plan); additional equipment installations in library and departmental classrooms; increasing demand for portable multimedia use by faculty and students (data projectors, laptops, digital cameras, video cameras--see Media Services Annual Report, 2004).
- **The Dean of Libraries and Library Instruction Coordinator visited each dean with a plan to implement information literacy as a two-hour, pass/fail, course that would integrate research methodologies with technology skills. It would impart the "how to's" of research, evaluation of information and bibliography creation through various technology projects.**

19. Critical/Creative Thinking in Action: Strengthening Student-Centered Learning

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Title and brief description of QEP topic:

Critical/Creative Thinking in Action: Strengthening Student-Centered Learning in Departments and Programs

Increasingly, students attend (or leave) a university because of a specific program or major and hope to be engaged in that major early in their college career. They also expect the college experience at a small liberal arts institution such as Loyola to be focused on the student with learner-centered classes different from the traditional "lecture to the masses" format. However, students at Loyola have complained about the rigor of classes taken early in their career as well as a lack of involvement in their chosen field of study. These criticisms could be addressed by increasing the number of student-centered experiences both in common curriculum and in early major courses. Loyola could move toward national preeminence by increasing rigor and focusing on a student learning outcome that all programs, from the the sciences to the humanities to the common curriculum, could share: Improving critical and creative thinking through student-centered experiences. Programs supported by this QEP could include:

- Developing student-centered classes, within the major and in the common curriculum which break from the traditional lecture format
- Continued support for service-learning projects that engage students in the community, provide for reflection on their experiences, and promote the Jesuit ideals of the university
- Expansion of undergraduate research programs which allow students to become engaged in their field of interest
- Development of first-year programs within departments to engage freshmen eager to participate in their chosen field of study

We envision this QEP to be driven by initiatives developed by academic programs within the university as there are many benefits to a discipline- or program-based approach.

- 1) The QEP is inclusive. By strengthening a universal student outcome, all academic units can participate (including the common curriculum, women's studies, honors, WAC, etc).
- 2) The QEP provides motivation for wide participation. Because this QEP deals with discipline-specific opportunities, faculty should be interested in participating for the good of their majors.
- 3) This approach can increase Loyola's national reputation. By developing outstanding programs of study, admission counselors can recruit students who are interested in studying these specific content areas.
- 4) This approach would focus on one of Loyola's central goals. We advertise as a "critical thinking" university. Encouraging this skill through student-centered learning within each major would demonstrate commitment to the university's mission.

To manage this QEP we propose that the Loyola Leadership team institute an RFP system where departments, programs, and academic units can propose projects to increase student-centered learning. These programs will manifest themselves in different ways depending on the emphases and strengths of the department. For instance, the departments in the sciences might focus on undergraduate research opportunities, English might focus on freshman writing seminars, and social science departments might focus on community-based experiential learning and social justice.

Proposal submitted by [optional]:

Elizabeth Yost Hammer, Psychology

Thom Spence, Chemistry

Brief explanation of how the topic is “creative and vital to the long-term improvement of student learning” at Loyola:

Every department has critical or creative thinking as a goal or student-learning outcome of its major. This QEP would provide support for this outcome to be strengthened through discipline-specific and faculty-endorsed student-learning experiences. This outcome could be assessed through each department's proposed SACS assessment plan.

Evidence (or potential sources of evidence) suggesting the need to address this topic [optional]:

From the recent survey of Arts and Science freshmen who did NOT return to Loyola, many mentioned that their decision was because they were not satisfied with their specific course of study. Further, admissions officers are always looking for unique characteristics of majors to use when recruiting. This QEP would encourage strengthening of specific majors. There is evidence that, at least early in students careers, there is a lack of rigor in classroom experiences and a lack of engagement with the student's department.

Current and planned activities at Loyola related to this topic [optional]:

Currently there are programs that support faculty engaging in innovative teaching (e.g., PIES). This QEP would allow a focus for these initiatives centered around the common student-learning outcome of critical/creative thinking.

24. Integration of a perspective on social justice throughout the curriculum

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Title and brief description of QEP topic:

Integration of a perspective on social justice throughout the curriculum.

Since a major goal of the university, as stated in its mission statement, is to educate students "to work for a more just world," I think that the university should find a way to integrate this goal into its curriculum. I think there are justice dimensions in every field of academic inquiry. We could develop ways of discovering them, understanding them from the point of view of each academic discipline, communicating them to students, and helping students grapple with their implications for the student's lives.

Proposal submitted by [optional]: Si Hendry, S.J.

Brief explanation of how the topic is “creative and vital to the long-term improvement of student learning” at Loyola:

Since social justice is such an important goal for the entire university, it would help students develop an integral approach to justice to have it integrated into their academic lives. I would not want students to see justice as something separate from their intellectual development.

It would be creative. I do not know anyone else doing this at this time. And it does allow us to deal with one of the most serious issues in our world from a variety of perspectives.

It would also offer the faculty the opportunity to develop their own perspectives on justice integrated with their academic work.. It could also involve student affairs, educating students to see the justice implications of their extra-curricular activities.

Evidence (or potential sources of evidence) suggesting the need to address this topic [optional]:

Current and planned activities at Loyola related to this topic [optional]: