Review Committee Report
Workshop Offerings
June 2011

Review Team:

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Charge:

Review the workshop offerings (past 3 years) and address the following:

- Are there trends in the evaluations we could identify for improvement? Topics?
- What's the optimal number of offering each semester?
- Are there other time slots we should consider to reach more faculty?
- Should we label more appropriately (e.g., workshop, panel, presentation)?

Timeline:

December 2009 — Form committee
January 2010 — Convene committee to begin work
February-March 2010 — Do work, collect data, review evals
April 2010 — Compile recommendations, write report
May 2010 — Provide CAT with final report

<u>Recommendations for website</u>

- Get rid of outside conferences and staff meetings: list only faculty development opportunities on campus
- Separate workshops into categories by format, such as discussion, presentation, hands-on, and so forth
- Establish tagging system for content
- Record food options: breakfast, lunch, dinner, snacks, refreshments, brown bag, wine and cheese, none, unknown

From Event Evaluation Form Data

Note: all percentages represent number of events with the comment out of 121 events

What worked?

- Handouts (23%)
- Active participation/hands-on/interactive/discussion (35%)
- Time (6%)

What did not work?/Suggestions for improvement

- No handouts/Would like handouts (10%)
- No interaction/would like opportunity for participation & hands-on (12%)
- Not enough time/would like more time (37%)

Topics Like to See Addressed (from 2010 survey data)

<u>Technology</u>
- Efficiency of Blackboard
- Internet/blogs/social networking
- Bibliographic websites- CiteULike, Mendeley, etc…
- Infusion of technology in classroom
- Plagiarism issues-software such as TurnItIn
- Review of Blackboard
- Review of video production
- Managing new technologies
- Blogging
- Death by PowerPoint
- Grade book

<u>Assessment</u>
- Tenure
- Grant writing
- Team work within departments
- Assessment of student knowledge
- Assessment and evaluation of interactive learning
- Tenure process
- Faculty: writing student evaluations
- Evaluating teaching
- Empirical testing of teaching effectiveness
- Effective self/student learning
- Effective communication skills between colleagues
- Assessment techniques
- Developing exam questions

<u>Student</u>
- Engaging students
- Student motivations
- Dealing with aggressive students/student cheating
- Student/teacher relationships
- Disrespect/ misbehavior; FERPA laws
- Getting students to care about their grades
- Showing data on what allows students to really learn
- Identifying and accommodating different learning styles
- Motivational techniques for students with poor-to-fair course grades

<u>Pedagogy</u>
- Improve teaching
- Reading aids in classes
- In class teaching strategies for African American males
- Strategies for engaging this generation

- Teaching strategies for new faculty members
- Retention strategies
- Managing large classes
- Pros and cons of various types of tests
- Effective teaching
- Proven best teaching practices discussed by non-Xavier teachers.
- Updates on exam/lecture preparation
- Active learning
- Critical pedagogy addressing social justice through your teaching interdisciplinary course development
- Review exam and question statistics
- Prevention of academic dishonors
- Scholarship networking at Xavier
- Chairs: motivating tenured faculty to exceed minimum performance requirements
- Scholarship of teaching
- Critical thinking; active reading
- Best practices in clinical education
- Student/teacher relationships
- Time management
- Service learning
- Understanding other teacher's teaching methods/styles.

Reading
- QEP issues
- QEP focus