Department Chair and Program Director Information Sessions
Leah Dvorak, Carl Butz, Elizabeth Evans, Susan Gallanis
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2018-2021 University Strategic Plan

UNCOMMON by Design
GROWTH | EXCELLENCE | IMPACT
2018-2021 University Strategies

- Purposefully develop Concordia’s people to accelerate the creation of an uncommon 21c Concordia Experience. (diversity, culture, Christ-like hospitality, international/global)
- Implement optimal student-centered systems to create a platform that empowers Concordia to maximize opportunities for replication, partnership, merger, and expansion.

CONCORDIA’S CRITICAL STRATEGIES

Critical Strategies offer to every Concordian guidance and direction as we work together in mission. The statements provide a framework that shapes and constrains our efforts toward the achievement of our performance goals (KPIs), Core Targets, and Performance Strategies and Objectives. The Critical Strategies should be understood to define “how we take the field” at Concordia University and directly shape what success means for our university.
CRITICAL STRATEGY 1

- By the close of FY21, purposefully develop Concordia’s people to accelerate the creation of an uncommon 21st century Concordia Experience.

CRITICAL STRATEGY 2

- By the close of FY 21, all academic and operational divisions will implement optimal student-centered systems to create a platform that empowers Concordia to maximize opportunities for partnership, merger, and expansion.
Our Goal:
World class-service and World class-systems

Course schedule and timeline
(traditional courses only)

- Course schedules must be
  - Accurate
  - Completed on time

- We are using a new timetable for completing trad course schedules (in your packet)

- We will adhere to this timeline, without exceptions or excuses
Course schedule and timeline (traditional courses only)

- Each school will send the registrar’s office TWO completed schedules:
  - Traditional undergraduate course schedule
  - Traditional graduate course schedule

Each dean may use whatever intra-school process he or she desires so long as the registrar’s office receives the 2 schedules ON TIME and as long as those schedules are CURRENT and ACCURATE

Instructional Methods
What is “Instructional Method”?

- A new field in Banner in when building a course section
- A way to provide information to students about course delivery
- Connects to department plan of how you deliver instructional hours for each course
  - Credit hour policy = 45 hours instructor-student interaction for 3 credit semester length course

Instructional Methods

- **Face-to-face**: instructor-student interaction hours in the same physical space; code is F
- **Online**: instructor-student interaction hours occur online through LMS (no specific time); code is D
- **Virtual**: instructor-student interaction hours occur at set hours via video-conference, not at CU locations (this is “regular use” of video-conference); code is V
- **Blended**: total hours for a single course use more than one of the above methods; code starts with B and adds two more letters for primary and secondary methods B is first letter of code
Example of Instructional Methods: Single Instructional Mode

- **F code** = 100% of instructor-student interaction hours are delivered face-to-face
  - Example: TUG History 101 meets M/W/F 10:05-10:55
- **D code** = 100% of instructor-student interaction hours are delivered fully online, work is asynchronous
  - Example: Pre-college Course (dual credit) delivered fully online
- **V code** = 100% of instructor-student interaction hours delivered through video conference, all meeting times are scheduled and live, instructors and students are separated physically
  - Example: TUG History 101 meets M/W/F 10:05-10:55 via Zoom (students could be at any location)

Example of Instructional Methods: Two or More Methods = Blended Instruction

- Blended courses use a primary and a secondary instructional method, listed in that order
- Connect to a model for program design that considers students, faculty and technology
- **Example BFD:** Accelerated AL course at the centers use 24 hours face-to-face contact (66%) and 12 hours (33%) online discussion questions for total program model of 36 total hours of instructor-student interaction for 3 credit course
  1. First letter is always B = Blended - this means there will be more letters
  2. Second letter is primary (more than 50% of the hours) = F
  3. Third letter is secondary (less than 50% of the hours) = D
Blended Virtual Instruction & “Regular Use” of Videoconference for Instructional Hours

For courses July 1, 2020 and later, if a department wants to offer a course that is:

1. more than 50% scheduled hours of face-to-face (primary method) and less than 50% scheduled hours via videoconference or online (secondary method) to make up the total instructor-student interaction hours, support is provided by CELT.

2. more than 50% scheduled hours via videoconference (primary method) and less than 50% scheduled hours of via either face-to-face or online (secondary method), to make up the total instructor-student interaction hours, support is provided by Extended Campus.

More information: There will be sessions on using Zoom for instructional use on an “occasional” basis later this summer. We will differentiate “regular use” from “occasional use” at these sessions.

Summary of Instructional Methods Chart

<table>
<thead>
<tr>
<th>Primary Mode: Face-to-Face</th>
<th>Secondary Mode: Virtual</th>
<th>Secondary Mode: Online</th>
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</thead>
<tbody>
<tr>
<td>LESS THAN 50% OF INSTRUCTIONAL HOURS</td>
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Next Year’s Schedule

Creating Next Year’s Schedule - Rules

► When a course is on the list, and not going to be offered next year - highlight entire row in red
► When a course is on the list, and one of the following changes takes place for next year - highlight entire row in yellow
  ► Change of day (Column AM)
  ► Change of Start Time: use 24 hour times i.e. 1300 = 1 pm (Column AN)
  ► Change of End Time: use 24 hour times i.e. 1300 = 1 pm (Column AO)
  ► Change of instructor: please list only primary instructor at this time, include full name, no nicknames, abbreviations, or initials. Please be sure F00 number is correct (Column AH for name, AI for F00)
► NO OTHER CHANGES CAN BE MADE AT THIS TIME
When a course which exists in Banner but not on the list:

- Highlight the entire row in **green**
- Enter the following information by column, only including the following information. **Do not fill in any other columns**
- **Column B:** Term (202110 for Fall, 202120 for Winterim, 202130 for Spring or 202140 for Summer)
- **Column C:** Part of Term (see calendar handout)
- **Column D:** Subj code
- **Column E:** Course Number
- **Column F:** Sequence Number (0 for first/single section, if more than one sections second number is 2, then sequential after that: 0, 2, 3, 4...)
- **Column H:** A

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When a course which exists in Banner but not on the list (cont’d):

- **Column I:** Schedule Type (see Schedule Type handout)
- **Column J:** Campus Code (see Campus Code handout)
- **Column K:** Department Code (ask if you are not sure)
- **Column L:** School Code (see School Code handout)
- **Column M:** Instructional Method (see Instructional Method handout)
- **Column P:** Course Title (ask if you are not sure of exact Banner title - this must match and cannot be changed here)
- **Column T:** Max enrollment, set 0 to restrict registration
- **Column X:** Y
- **Column Y:** N
- **Column AA:** B
When a course which exists in Banner but not on the list (cont’d):

- **Column AH:** Primary instructor, include full name, no nicknames, abbreviations, or initials.
- **Column AI:** F00 number. Please be sure F00 number is correct
- **Column AK:** CLAS
- **Column AM:** Days Meeting (M, T, W, R, F, S)
- **Column AN:** Start time (use 24 hour times - 1300 = 1 pm)
- **Column AO:** End time (use 24 hour times - 1300 = 1 pm)
- **Column AW:** If there is a second day, that does not meet at the same times, enter the day(s) here (M, T, W, R, F, S)
- **Column AX:** If there is a second day, that does not meet at the same times, enter the start time (use 24 hour times - 1300 = 1 pm)
- **Column AY:** If there is a second day, that does not meet at the same times, enter the end time (use 24 hour times - 1300 = 1 pm)

If the course is new, and not in Banner

- Contact the Registrar’s Office before adding to this list
Creating Next Year’s Schedule: Other Items

- If the course was IS or GS last year
  - If it is to be offered next year, in the Sequence column (column F) enter a 0 for first/single section, if more than one sections second number is 2, then sequential after that. (0, 2, 3, 4…)
  - If it is not to be offered next year, highlight entire row in red
  - Any IS/GS that does not follow either of the two options above will be deleted in the Registrar’s Office prior to uploading into Banner

- For 7 week courses run in PoT 1, in the Sequence Column (column F)
  - If run in the first 7 weeks enter A1, A2, A3…
  - If run in the second 7 weeks enter B1, B2, B3…

- All courses are to be in the standard time periods. Any course not in a standard time period needs prior approval (see time period hand out)
Other Items (cont’d)

- For Ann Arbor courses, in the Sequence Column (column F)
  - If it is the only section of the course, enter a J
  - If there are multiple sections of the course, enter J, J2, J3...
- ALL courses will need an Instructional Method
  - Enter the Instructional Method into column M based on the Instructional Method handout
  - If this is the only change to the row, do NOT highlight in yellow
- All courses are to be in the standard time periods. Any course not in a standard time period needs prior approval (see time period handout)

Course Descriptions
BIO 540. Advanced Botany

- concentrates on botanical nomenclature, vegetative anatomy, floral anatomy, and morphology of vascular plants. The course includes a survey of vascular plants with an emphasis on identification of native flora. Implications of the presence or absence of each species in various biotic communities will be studied. 3 credits
- Prerequisite: None

PHIL 101. Philosophy: Theory & Practice. (3 Credits)

- is an entry level philosophy course for freshmen and sophomores. It offers an accessible introduction to the basic questions of philosophy in epistemology, metaphysics and ethics, and trains students in the use of the tools of philosophical analysis. Students also learn to explore the implications of philosophy for their academic discipline and vocation. 3 credits.
- Prerequisite: None
HIST 208. History of Christianity. (3 Credits)

- offers a broad introduction to the history of Christianity, from its beginnings, through the Reformation, to the modern era. Major events, key figures, doctrinal developments, denominational distinctions and significant challenges to Christianity will be emphasized. 3 credits.
Who and When?

- Who is to take attendance: All courses need to have attendance taken no matter the level or the instruction method
- When is attendance to be taken:
  - Face-to-Face courses and Virtual courses are to take attendance at each meeting session. It can either be entered daily or weekly. If a virtual course is recorded, and the student views the recording, but did not attend the live session, they would be counted as absent.
  - Online Collaborative and Self-Paced: Attendance is based on assignments being turned in and not just on logins.

How and Why?

- How is attendance to be taken:
  - Face-to-face and virtual use the Automated Attendance Tool found on the Portal under the Faculty tab
- Why is attendance to be taken:
  - It is a policy in the Faculty Handbook (5.6.F)
  - If a student does not pay their bill, and we have to go to court for collections, attendance is needed to show the student was billed for services rendered. If there is no attendance taken, we have to drop the student. This could be a loss of revenue.
  - If a student withdraws, there are potential Financial Aid implications. It is necessary to have an exact last date of attendance to help the Financial Aid Office with any of their reporting and financial needs. This has to happen within 30 days of a student dropping.
When to do Administrative Drops

- **Traditional Students**
  - If a student has not shown up to class during the first two weeks, please notify the Registrar’s Office on or before the second Friday of the semester.
  - If the student has missed 6 consecutive courses or 10 intermittent courses, please notify the Registrar’s Office so we can do an administrative drop for the student.

- **Online Collaborative Courses (done automatically):**
  - Absent more than 3 weeks of a 12 or 16-week collaborative course
  - Absent more than 2 weeks of an 8 or 10-week collaborative course
  - Absent more than 10 days of a 6-week collaborative course
  - Absent more than 7 days of a 4-week collaborative course

- **Online Self-Paced Courses (done automatically):**
  - Absent more than 3 weeks during the timeframe of the course
  - Monday - Sunday is considered a week for attendance tracking purposes

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Final Grade Entry Using Banner
Teaching Observations

Faculty Teaching Observations

- New Form
  - Located on portal (Forms Repository, Provost's Office)
  - Includes observing all teaching modes
  - Includes formative and summative observations
    - Formative: CELT, Georgia Kreiger, Mercedes Fisher
    - Summative: Department Chairs, etc.
- Observation process/schedule
  - New faculty
  - Other faculty
Teaching Observation Form

- What might be new or different
  - Categories and examples
  - No checklists
  - Gather observation data, then evaluate
    - Document as objectively as possible (“evidence”)
    - Relate to best practices
- Where to find the form - Forms Repository (Provost’s Office)
- Links to resources and Instructional Video - Employee Tab of Portal: Department Chair/Program Director Resources channel

Organization and Clarity

“When students experience greater exposure to clear and organized instruction, they perceive their faculty as being more invested in their learning and development, and they report being more academically motivated and engaged in their studies. Moreover, students who enter college less academically prepared benefit more from exposure to clear and organized instruction” (Risko, Trojan, Buech, & Wise, 2017).

During the observation, effective organization and clarity might be observed in the following ways:
- Relevant learning outcomes conveyed;
- Relationship of this lesson to other aspects of the course conveyed;
- Effective organization of content displayed, posted, or used as handouts;
- Relevant expectations conveyed;
- Content is clear and well organized with an identifiable structure.

For fully online courses, evidence might be found in course announcements or discussion forum posts.
Presentation Skills (Content-specific Communication by the Instructor)

"An effective teacher is an excellent communicator and therefore thinks about improving his or her presentation skills. One of the most important aspects of communicating is shaping both content and style to fit your audience. In the classroom, if you cannot communicate in a way that is both comprehensible and interesting to your students, their learning will be greatly reduced." (Washington University, 2009)

Effective presentation skills might be observed in the following ways:

- Relevant examples incorporated;
- Humor used effectively;
- Pausing and pacing used effectively (in an online environment, this refers to frequency and timing of instructor posts to course);
- Effective use of tone, volume, and/or inflection;
- Ideas grouped in a logical order;
- Clear transitions between ideas;
- Important points summarized;
- Class period, activities, or units begin and end on time.

For fully online courses, evidence might be found in course announcements or discussion forum posts.

Instructor Presence and Rapport

"The quality of the instructor–student relationship is not a fluff or 'feel-good' aspect of schooling. It is an essential feature of learning" (Rodgers & Raider-Roth, 2006).

Effective presence, rapport and engagement with students might be observed in the following ways:

- Appears enthusiastic*;
- Facial expression;
- Gestures;
- Instructor moving about the room;
- Uses student names*;
- Reinforces expectations*;
- Attempts to motivate and encourage students when needed*.

*For fully online courses, evidence might be found in course announcements or discussion forum posts.
GLOs and Your Program

The Global Learning Outcomes (GLOs)

Concordia University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world.

1. Christian Faith
2. Service and Global Citizenship
   3. Integrated Disciplinary Knowledge
   4. Critical Thinking/Creative Problem Solving
   5. Communicative Fluency
   6. Analytical Fluency
The GLOs Address the Mission

Strategically, the Global Learning Outcomes (GLOs) address the mission by guiding faculty and staff across the University in the development of learning activities for students. The GLOs:

- **promote consistency** and expose all students regardless of division, program, or location to the unique aspects of the CU mission
- **provide a framework** for program and course development and dialogue, as well as a strategic tool to improve learning
- **more clearly articulate and deeply integrate the mission** into the student experience, both curricular and co-curricular
- **create Key Performance Indicators (KPIs)** for evaluation of student learning across the university

Focus GLO of the Year

- In 2018-2019, we established GLO #5 Communicative Fluency as the “Focus GLO”
- In 2019-2020, the FOCUS GLO will be #1 Christian Faith

Question: What should we do to Focus on GLO #1 this coming year?
Alignment between ULAOs, Program-Learning Outcomes (PLOs) and GLOs

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<thead>
<tr>
<th>Global Learning Outcomes -GLOs</th>
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<tr>
<td>ULAOs/Core Outcomes</td>
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<tr>
<td>Program-level Outcomes (PLOs)</td>
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<tr>
<td>for Undergrad Majors, and</td>
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<td>stand-alone certificates and</td>
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<tr>
<td>stand-alone minors</td>
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<tr>
<td>Core Courses within syllabus</td>
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<tr>
<td>linked to ULAOs</td>
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<tr>
<td>Grad/professional courses</td>
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<tr>
<td>within syllabus linked to</td>
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<td>ULAOs</td>
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University Strategic Goals

- Improve student growth and proficiency in the Global Learning Outcomes
- Prepare 100% of full-time and adjunct faculty to be competent in the Global Learning Outcomes
Reaching the University Strategic Goals

To accomplish the strategic goals, we need to

- Increase understanding of the alignments and expectations
- Elevate awareness and ownership of the GLOs
- Develop a shared language and understanding of the GLOs
- Expand the faculty's ability to teach the GLOs
- Provide faculty development experiences across all modes/locations

Reaching the University Strategic Goals, Part 2

- Embed effective GLO content throughout the curriculum
  - Student learning activities in which student achieve the PLO and summative evaluation of that learning
  - Use curriculum improvement processes
- Evaluate student learning at the program-level
  - Use continuous improvement process
    - make changes as needed
    - evaluate impact of changes made
  - Contribute to university data collection
More On Reaching University Strategic Goals

The following strategies are being considered

- Identify Faculty GLO champions who will lead collaborative conversations
- Collect and make available materials and resources useful across disciplines
- Consider shared rubrics, such as for writing, and requisite faculty conversations/development
- Advance use of Blackboard assignments so students submit them electronically
- Expand hands-on support of curriculum improvement and assessment processes

Some Practical Steps

- Can you recommend GLO champions?
- What should we do for Focus on GLO #1 this year?
- Outreach to departments on NetVUE Grant
  - Opportunity to expand U/G faculty, staff, and student learning on vocation and GLOs
  - Presented to faculty in ABS and Business on May 23
  - May, initial conversations with Education and Nursing deans
  - Further e-mail after this session
- Using Carl’s list of traditional programs as a first effort, I will check in with you on your program level learning outcomes before CourseLeaf Curriculum (CIM) processes begin