

Bush Foundation Report Form Cover Sheet

Date of Report: May 1, 2007

Organization Information

<i>Name of organization</i>		<i>Legal name, if different</i>	
Xavier University of Louisiana Center for the Advancement of Teaching			
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Grant Information

Grant ID, if applicable: 8071

Amount and support type: \$450,000 over three years (2002-2005)	Date grant issued: March 5, 2002
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One-year extensions requested on
3/7/05 and 6/5/06

2-3 sentence description of grant:
The aim of the proposed faculty development initiative is to improve student learning by fostering a campus culture where teaching and research are improved and made public. This aim will be achieved through the establishment of small groups of faculty and students working together on specific teaching and learning problems and opportunities or research questions.

Check One:

Interim Report		Final Report	
		X	

Bush Foundation Report Form

Report Narrative

1. Please briefly outline your original goals and objectives, as stated in your proposal.

The aim of the proposed faculty development initiative is to improve student learning by fostering a campus culture where teaching and research are improved and made public. The Center will promote this aim through a continuous program of faculty development which:

1. encourages faculty and student conversations that are focused on specific teaching and learning problems and opportunities
2. encourages faculty and student research, including the scholarship of teaching.

The Center will achieve these goals through the following activities:

1. teaching and research *Communities Initiative*
2. workshops
3. travel grants
4. support of experimentation with information technology.

2. What progress have you made toward your original goals and objectives? What activities led to meeting these goals and objectives?

Communities Initiative

The Center's Communities Initiative provides opportunities for faculty and students to examine teaching and learning problems and opportunities, and conduct research, including research of the teaching and learning process.

Thirty-nine Communities Projects were successfully completed with support from this faculty development initiative. These include eleven Teaching Communities (42 participants) seventeen Research Communities (60 participants), and ten Technology Communities (34 participants). A Total of 136 faculty and students collaborated on projects that involved nearly every discipline. A complete list of projects is available on the CAT website:

<http://cat.xula.edu/initiatives/communities/descriptions?status=successfully+completed>

Several of these projects led to broader dissemination, including publications in journals and faculty/student presentations at conferences. See Question 8, below.

The Course Portfolio Working Group is a collaborative initiative dedicated to the improvement of teaching through a scholarly approach. Since the first Course Portfolio Working Group was established in the 1997-1998 academic year, 78 portfolios have been successfully completed. Of that number, over half (43) were completed with support from this particular grant.

As the number of portfolios has grown so too has the methods by which faculty members have assessed teaching and student learning. The Center has, thus, begun compiling a list of research questions or teaching and learning problems that faculty members have investigated in their course portfolios, along with the various assessment strategies that faculty have used in the research. This information is presented in an interactive database for the Web: <http://cat.xula.edu/toolbox/>

A related effort is the Course Portfolio Review Project, which involved Xavier faculty members reviewing the course portfolios of colleagues at different institutions. This project is modeled after the “Peer Review of Teaching Project” involving faculty from the University of Nebraska, Indiana University, Kansas State University, the University of Michigan, and Texas A&M University. Six faculty members successfully completed reviews.

Workshops

The grant supported a variety of workshops, symposia, and forums for faculty and students. A rich variety of topics were covered. In the first three years of the grant (2002-05) an average of 275 faculty per year attended CAT workshops. In 2005-06, in the aftermath of Hurricane Katrina—with a severe cut in number of faculty and, for many of those who remained, overloads and crowded classes—the total number of faculty attendees at workshops dropped to 73. (Note: these numbers are an aggregate headcount of workshop attendees; many faculty attended more than one workshop and so are counted more than once.)

A partial list of workshop topics reveals a rich variety of topics covered:

- Active Learning and Critical Thinking
- Future Prospects for Team-Taught Courses
- What We've Learned After One Semester at Xavier
- The Workings of Team Teaching
- Multiple Choice Questions, Examinations, and Test Banks
- Writing and Evaluating Essay Questions and Responses
- Blackboard and Learning
- Undergraduates as Classroom Teachers
- Teaching Well, Saving Time
- You Can't Memorize How to Think
- Beyond Lecture
- Assessing Student Learning
- Am I Getting an A?
- Student Research
- Learning Groups
- From Classroom to Publication
- Active Learning and Critical Thinking
- CAT Colloquium: Course Portfolio and Teaching and Learning Inquiry
- Difficult Personalities in the Classroom
- CAT Colloquium: Research and Teaching Communities
- Multiple Choice Questions, Examinations, and Test Banks
- Pausing at Midterm

Travel grants

This grant also supported faculty and student participation in several conferences and symposia

3. If applicable, describe the population served or community reached during the grant period. Use numbers and demographics such as race/ethnicity, gender or geographic location.

In the period covered by the grant, 83 faculty and 18 students participated and received support for various initiatives (Teaching and Research Communities, the Course Portfolio Working Group, and Course Portfolio Review):

period	faculty	students
2002-03	24	12
2003-04	30	2
2004-05	27	4
2005-06	2	0

In addition to the 18 students who were directly involved in projects, many others reaped the benefits of improved instruction in their classes. Here is the racial and gender profile of full-time students at Xavier University during the years of grant support:

period	male	female	African American	Asian	White	Hispanic	Other
2002-03	24.9%	75.1%	84.3%	4.3%	3%	0.5%	8%
2003-04	23.7%	76.3%	81.1%	5.5%	3.2%	0.5%	9.7%
2004-05	24.2%	75.8%	80%	6.3%	3.5%	0.5%	9.7%
2005-06	26.3%	73.7%	75.8%	9.3%	3.9%	0.5%	10.5%

(Source: Office of Planning and Institutional Research the 2005-06 row shows the post-Hurricane Katrina percentages.)

Here is the faculty profile for the same period:

period	male	female	African American	White	Asian	Hispanic	Other
2002-03	58%	42%	30.1%	56.2%	See other	See other	13.7%
2003-04	56.4%	43.6%	31.4%	54.7%	See other	See other	14%
2004-05	56%	44%	30.7%	54.4%	See other	See other	14.9%
2005-06	55.7%	44.3%	30.4%	52.5%	12%	3.2%	1.9%

(Source: Office of Planning and Institutional Research; the 2005-06 row shows the post-Hurricane Katrina percentages.)

4. Were there any unanticipated results, either positive or negative? What did you learn because of this grant?

The unanticipated event that most affected this program—and all other programs at Xavier University—was the arrival of Hurricane Katrina, in August 2005. The subsequent flood closed the campus for a semester, disrupting all faculty development projects. Many faculty who were active participants in the

Communities and Course Portfolio projects left Xavier, taking with them the expertise and insights gained from their projects.

From November 2003 to April 2005, the Center for the Advancement of Teaching convened a Strategic Planning and Implementation Group consisting of CAT staff and selected faculty members. Four questions were asked: (1) What is being done well? (2) What needs to be improved? (3) What's missing? and (4) How efficiently is the work being done? Among other things, the group looked at the faculty-designed assessments of student learning associated with projects supported by this grant. We discovered that, although faculty are applying a rich variety of approaches to gauge how well their innovations translate into improved student learning, the Center lacks the guidance of an expert in learning theory and assessment—a person who can work with faculty in designing assessment plans and approaches that are rigorous, scientific, and can lead to publishable results. Outside consultants, Jane Miller and Jack Rossman, were brought in to look at the work of CAT, including all of our faculty development initiatives. They concluded: “It will be important to add measures of the impact of the Center activities on student learning outcomes at the University.”

5. Will you make any changes based on these results?

Based on the above, the Center made the hiring of an assessment expert a priority. The new Director, scheduled to begin work on August 1, 2007, brings precisely this sort of expertise to the Center.

6. What are your future plans for sustaining this program or project? (*For program/project grants only.*)

Two of the faculty development initiatives supported by this grant continued into the current academic year (2006-07) with University support: a Communities Project involving three students and a faculty member, and a Course Portfolio Working Group involving eight faculty. The University does not, however, have the resources to provide release time for the Course Portfolio Working Group leader, nor stipends for faculty and student participants in the Course Portfolio and Communities projects. We are presently seeking outside funding to continue both programs.

Another conclusion gleaned during our year and a half of strategic planning is that faculty members require release time to undergo and complete significant faculty development projects. With a twelve hour per semester teaching load as the norm at the University, the greatest impediment to faculty development is the lack of time. Therefore, we have decided to seek grants that provide release time rather than stipends to support participation in faculty development projects.

7. Are there any other important outcomes as a result of this grant?

This faculty development grant helped to create a culture of collaboration across disciplines while introducing faculty—many of them for the first time—to a scholarly approach to teaching and learning. The workshop attendees and participants of the Communities and Course Portfolio projects who have remained at the University despite the talent drain brought about by Hurricane Katrina constitute an active cadre of teachers who, thanks to their involvement in the faculty development activities supported by this grant, approach their own teaching in a scholarly fashion and share their insights with colleagues in their departments. This human capital is the single most important outcome of the Bush faculty development grant.

8. Do you have any plans to share your results or findings? How?

- January 19-21, 2007, two representatives of the Center for the Advancement of Teaching, Drs. David Lanoue and Paul Schafer, shared results on our successes with the Course Portfolio and Communities projects—as part of a workshop for a Model Institutions for Excellence (M.I.E.) conference hosted by Xavier University. Teams from Norfolk State University, Paine College, Savannah State University, and Stillman College participated.
- The “Women and Narrative” oral history research community presented a panel discussion entitled “Black Women in the Urban South” at the National Women's Studies Association conference held in New Orleans in June 2003. The panelists presented oral history projects that were conducted in conjunction with two Xavier University history courses during the 2002-03 academic year, “Women in International Contexts, 1850-present” and “African American History.” Student presenters included Ms. Kaylin Ewing (History) on black motherhood; Ms. Shauna Snipes (Psychology) on women in the St. Bernard housing development; and Mr. Worth Hayes (History) on gender roles in the New Orleans Black Panther Party. Dr. Wendy Gaudin (History) chaired the panel. Dr. Elizabeth Hemenway (History) was also a member of the “Women and Narrative” research community.
- Dr. Elizabeth Smith Rousselle (Languages) and four students -- Mr. Cesar Briceno (Languages), Mr. Gavin Lewis (Sociology), Ms. Maricel Martinez (Languages), and Mr. Byron Williams (History) -- gave a presentation at the June 2003 National Women’s Studies Association conference, titled, “An Undergraduate Research Community's Historical, Sociological, and Literary Observations of Spanish Women in Medieval and Renaissance Spain (711-1700).”
- Dr. Charles Heglar and Mr. DeReef Jamison, both of the African-American Studies Department, and one student, Ms. Angel Harper (Biology), presented a paper titled, “African American Health Issues and the HBCU Curriculum” at the 10th National HBCU Faculty Development Symposium held in October 2003.
- Dr. Marion Carroll (Chemistry) and Dr. Jay Ciaffa (Philosophy) co-authored a paper titled, "The Human Genome Project: A Scientific and Ethical Overview," that is published on-line in the August 2003 edition of Actionbioscience.org, an educational website that promotes bioscience literacy. The article is available at: http://www.actionbioscience.org/genomic/carroll_ciaffa.html
- Dr. Beverly Mason (Sociology) and Dr. Pamela Waldron-Moore (Political Science) presented a paper entitled “Etiology of Student Retention at HBCUs” at the 23rd Annual Meeting of the Research Association of Minority Professors held in Houston, Texas in February 2004. This presentation is the result of a Communities Initiative research project involving Drs. Mason and Waldron-Moore and four students, Mr. Brandon Bougard, Ms. Adriene Hobdy, Mr. Gavin Lewis, and Ms. Courtney Smith.
- Dr. Mark Schlueter (Biology), Dr. Marc Welt (College of Pharmacy), and two students, Mr. Chad Richard and Mr. Darron Meyers, presented a poster at the Aquaculture 2004 conference held in Honolulu, HI in March. This presentation was one outcome of research they conducted under the auspices of the Center’s Communities Initiative.
- In 2002, Dr. Pamela Waldron-Moore was part of a Communities Initiative project titled, “Flight or Fight? Motivations for Academic Achievement through Quality Education.” One result of this

research is the following paper: Waldron-Moore, Pamela. (2004). *Student Motivation: Getting to the Bottom of HBCU Attrition*. Journal of the Research Association of Minority Professors, 7 (1): 20-38.

Financials

1. Please attach an income and expense statement for this grant period. Also, include your original budget. A side-by-side comparison with differences noted is most helpful.
2. If this is an interim report, please attach a statement including income and expenses for grant period *to date*. If this is a final report, please attach a statement including *actual* income and expenses for the entire grant period.
3. Capital grant recipients should update Tables I and II (sources and uses of funds) from their original application.
4. Please feel free to include a narrative for any of your expenses and income, if necessary.
5. Please include a list of additional funders, including amounts received for this project or program.