

**Xavier University, Its Campus Culture, and the Common Ground of Scholarship**  
A Three-Year Faculty Development Program  
Interim Report, June 2000

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### **Introduction and Overview**

This document is part of the 1999-2000 interim and financial reports for Xavier University of Louisiana who, through its Center for the Advancement of Teaching (henceforth, the Center), was the fortunate recipient of a faculty development grant from The Bush and William and Flora Hewlett foundations. This report documents the grant activities during the second year of this three-year grant.

Following a brief overview, the interim report is organized according to the four faculty development aims first described in the Implementation proposal that was submitted in October 1977 to the foundations. These aims are restated below. The report concludes with a series of final thoughts on new initiatives and campus impact. A financial report is found in Appendix I.

In preparation for implementing a new faculty development program at Xavier University, faculty members identified in 1997 four faculty development needs. These included the need to:

1. promote the scholarship of teaching by creating a campus culture where teaching is made public, discussed, examined, improved, and rewarded
2. implement a faculty development program that encourages and supports the use of technology in the classroom
3. establish communities of faculty and students whose conversations are focused on specific teaching and learning problems and opportunities
4. establish communities of faculty and students engaged in research using information technology and other resources.

From discussions among faculty during the planning process, a broad consensus emerged that learning is most effective when undertaken in a collaborative context involving dialogue, investigation, debate, and analytical thinking. Moreover, the faculty noted the importance of preparing students to work in teams in the modern workplace. For these reasons, the focus groups recommended, as the foundation for this faculty development program, small groups of faculty and students devoted to clearly defined teaching and learning projects.

The faculty members also recognized that the ultimate goal of any faculty development program, regardless of its specific aims, is to improve student learning. It is to this end then that a faculty development program that includes workshops, travel grants, and the establishment of teaching, technology, and research communities was initiated with generous support from The Bush and William and Flora Hewlett foundations.

All aspects of the grant were coordinated and managed, as they were during the 1998-1999 academic year, by the staff and faculty of the Center. The Director of the Center, Dr. Todd Stanislav, continued to serve as the Project Director. A Steering Committee comprised of the Center's Director and members of the University Faculty Development Committee served principally to review, on a competitive basis, the proposals submitted by faculty. The University Faculty Development Committee also coordinated brown bag discussions for first-year faculty members during the academic year.

Requests for Proposals and Funded Projects: In September 1998 (in year one of the grant), the Center issued a request for proposals (RFP). Due to the volume of proposals and number of faculty involved in some proposed projects, the Director of the Center recommended to funded faculty that their project commence in January 1999 (Table 1). This would permit the use of year one and year two grant funds in spring 1999 and fall 1999, respectively.

<b>Proposals submitted and faculty projects funded from January to December 1999</b>	<b># Proposals Submitted</b>	<b># Proposals Supported</b>
<b>Communities of Faculty and Students</b>		
Teaching Communities	1	1
Research Communities	0	0
Technology Communities	10	8*
<b>Total</b>	<b>11</b>	<b>9</b>

Table 1. Proposals submitted and projects funded from January to December 1999. \*Three projects were approved for funding but not completed.

At the start of the spring 1999 semester, the Center issued an RFP to all faculty members in its Spring 1999 Newsletter (Appendix II). The Center staff chose to solicit proposals from faculty for teaching and research communities only (Table 2). It chose not to fund technology communities at this particular time for two reasons:

1. a large number of technology communities were being funded from January to December 1999
2. through a grant from the Andrew W. Mellon Foundation, support was available to faculty to develop technology projects.

<b>Proposals submitted and funded in response to the spring 1999 RFP</b>	<b># Proposals Submitted</b>	<b># Proposals Supported</b>
<b>Communities of Faculty and Students</b>		
Teaching Communities	5	4
Research Communities	0	0
<b>Total</b>	<b>5</b>	<b>4</b>

Table 2. Proposals submitted and projects funded in response to the spring 1999 RFP.

In February 1999, the Center sponsored a workshop titled “Using Case Studies to Promote Meaningful Discussions and Active Learning in the Classroom” (information about this workshop was presented in the Year I Interim Report, which is online at <http://www.xula.edu/Administrative/cat/facdev/bush/interim.html>). An RFP was issued to the faculty members present at this workshop (Appendix II). Two proposals were submitted; one proposal received funding.

Finally, in October 2000, the Center hosted a workshop titled “Teaching and Learning at the Synapses of the Brain”; an RFP was issued to the workshop participants (Appendix II). Just one proposal was subsequently submitted; it was not recommended for funding, however.

The total numbers of proposals submitted and projects funded from January 1999 to May 2000 are shown in Table 3. A detailed description of each funded project begins on page 7.

<b>Faculty projects funded from January 1999 to May 2000</b>	<b># Proposals Submitted</b>	<b># Proposals Supported</b>
<b>Communities of Faculty and Students</b>		
Teaching Communities	9	6
Research Communities	0	0
Technology Communities	10	8
<b>Total</b>	<b>19</b>	<b>14</b>

Table 3. Faculty and student projects funded by the Bush-Hewlett grant from January 1999 to May 2000.

## Faculty Development Aims and Initiatives

### I. *Promote the scholarship of teaching by creating a campus culture where teaching is made public, discussed, examined, improved, and rewarded*

Institutional Initiatives and Working Groups of Faculty. In 1996, Xavier was one of the small liberal arts institutions that joined 12 research institutions already involved in the American Association for Higher Education’s (AAHE) Teaching Initiative. Local manifestations of the AAHE Teaching Initiative took the form of a modest number of teaching circles—both disciplinary and interdisciplinary—as well as course portfolio working groups. One working group, in particular, was comprised on 22 faculty members, including three chairpersons and two members of the university promotion and tenure committee. The work of this group included an examination of ideas and issues presented by Ernest Boyer in Scholarship Reconsidered: Priorities of the Professoriate.

Also in 1996, an *ad hoc* committee worked for two years to examine institutional perceptions and policies regarding the promotion and tenure process, and well as to participate in the national discussion on faculty roles and rewards. In a report submitted

to Dr. Norman C. Francis, Xavier's president, the committee discussed its findings and outlined models for a new promotion and tenure process.

Finally in 1998, Dr. Francis appointed a second *ad hoc* committee to prepare revised promotion and tenure criteria. In August 1999, at the University's Faculty Institute, this committee presented its recommendations. Following several opportunities for faculty discussion and deliberation of the recommendations, and subsequent revisions, the faculty formally approved the recommendations in spring 2000. Of particular relevance to this report is a new guideline recommended for inclusion in a section titled "Scholarship." It reads:

"Scholarship is here defined as a process which generally includes, in various modes according to disciplines, the definition of a problem, the formulation of a hypothesis, and the choice of a methodology, its end the creation of a product which advances knowledge. This progression from discovery through peer evaluation and review to "publication," or making one's scholarship public, takes many forms, including: traditional research (where articles and conference papers "make public" the results of inquiry); the creative output of the fine arts (where performance, art work, and text "make public" outcomes of different forms of investigation); and the scholarship of teaching, here defined as making public, in conference presentation or pedagogical journal, for example, results from studying a problem about an issue of teaching or learning through methods consistent with disciplinary epistemologies, with the end of enhancing student learning."

The Center was unsuccessful in promoting faculty participation in a scholarship of teaching working group during the 1999-2000 academic year. This was so, not because of the lack of faculty interest (in fact, a group of five faculty members met in the fall 1999 semester to begin its work), but because of a lack of leadership. The Director of the Center had assumed leadership of the group but was unable to commit himself to the project in such a way as to sustain the efforts of the working group.

For similar reasons, a course portfolio working group was not established in the second year of this grant.

Faculty Publications, Grantsmanship, and Other Scholarly Activities. The following is a description of faculty scholarship activities that, either directly or indirectly, are outcomes of projects funded by the grant.

- Dr. Ashish Chandra (College of Pharmacy) presented a paper titled "A Critical Look at Web-based Distance Learning" at the Winter 2000 Conference of The Collaboration for the Advancement of College Teaching and Learning. Dr. Chandra participated in a project titled "Implementation of (the) Web to Benefit College of Pharmacy Faculty and Students." This project was funded by the grant.

- Dr. Bruce Danner's (English) article, "'You that look pale and tremble... That are but mutes and audience to this act.': *Hamlet* in the College Classroom" will be published in the *Journal of College Writing* (forthcoming in 2001). Dr. Danner has been a member of a community of faculty and students from the English and History departments that have met since fall 1997 to share ideas on course content, pedagogy, and assessment. This project has been supported by the grant.
- The faculty members involved in the Creative Writing Teaching and Learning Community (Dr. Obradovic, Mr. Mark Whitaker, Mr. Terrance Hayes, and Ms. Toi Derricotte) have been invited to give a panel presentation at the Associated Writing Programs Annual Conference in 2002.
- The Creative Writing Program received a three-year, \$60,870 grant from the Truman Capote Literary Trust for student scholarships. The Bush-Hewlett grant has supported faculty and students involved in the Creative Writing Teaching and Learning Community, as well as faculty travel to the Associated Writing Programs Annual Conference.
- Drs. Jerry Farmer (Theology) and Fred Humphrey (Philosophy) joined faculty members at the University of Wisconsin-Stout and Cerritos College in submitting a grant to the Fund for the Improvement of Postsecondary Education. Dr. Alec Kirby of the University of Wisconsin-Stout served as the project director. The proposal, titled "Cross-Cultural Integrative Curriculum Model," was written to "...address the need for racial and ethnic diversity at each institution by using synchronous and asynchronous technology to create learning communities." This proposal, though not funded, is one component of the "Diversity Connections Project: A National Experience at a Regional Campus." Xavier and Cerritos are partner institutions in this project. More information about the project can be found at <http://www.uwstout.edu/artsci/dep>.
- Mr. Terrance Hayes (English) attended the Associated Writing Programs Annual Conference (with support from the grant) and presented original poetry that is also included in an anthology titled *American Poetry: The Next Generation*. Mr. Hayes is also a member of the Creative Writing Teaching and Learning Community at Xavier.
- Dr. Paul McCreary (Mathematics) submitted a grant proposal to The AOL Foundation in October 1999. This proposal aimed to raise the level of computer literacy of students in the New Orleans Public School District. The proposal was not funded. Dr. McCreary was part of a teaching and learning community with students that was funded by the Bush-Hewlett grant during the 1999-2000 academic year.
- Dr. Biljana Obradovic (English) attended the Associated Writing Programs Annual Conference where she participated in the Creative Writing Poetry Pedagogy Forum and presented original poetry from her new books. Dr. Obradovic has been a member of the Creative Writing Teaching and Learning Community, which has been supported by the grant. Dr. Obradovic received support from the grant to attend the Associated Writing Programs Annual Conference.
- Dr. Lisa Schulte (Psychology) presented a paper titled "Incorporating Use of the World Wide Web in College Courses" at the Sixth National HBCU Faculty Development Symposium. Dr. Schulte has been a member of a technology community project titled "Students as Critical Researchers of the World Wide Web:

Assessing Available Online Resources for the History of Psychology” that was funded by the grant.

- Dr. Charles Sevick (Education) gave a presentation titled “Electronic Conferencing During Student Teaching” at the annual Association of Teacher Educators conference. Dr. Sevick and his students have utilized WebBoard, a Web-based conferencing software, for extending classroom discussions outside of classtime. An upgrade to this software was purchased in May 1999 using grant funds.
- Mr. Mark Whitaker (English) also attended the Associated Writing Programs Annual Conference where he participated in Associated Writing Programs Pedagogy Forum. Mr. Whitaker was the coordinator of the Creative Writing Teaching and Learning Community during the 1999-2000 academic year.

## **II. *Implement a faculty development program that encourages and supports the use of technology in the classroom***

Technology Workshops and Related Events. The Center for the Advancement of Teaching and the University’s Information Technology Center (a computing services support office) provided opportunities for Xavier faculty members to both learn about and develop their skills in applying new technologies to the teaching and learning process. A list of workshops and attendance data are presented in Tables 4 and 5 below.

<i>Center for the Advancement of Teaching 1999-2000</i>		
<b>Date</b>	<b>Technology Workshops and Related Events</b>	<b>Number of Faculty in Attendance</b>
Several dates in August and September 1999	<i>Orientation to the Electronic Classroom</i>	11
July 19, 1999	<i>How the Web Works, Part I: Introduction to the Language</i> workshop	19
August 20, 1999 and January 13, 2000	<i>WebBoard</i> workshops	28
September 9, 1999	<i>JSTOR</i> discussion	7
September 18, 1999	<i>Introduction to Web Authoring</i> workshop	4
November 3, 1999	<i>How the Web Works, Part II: Basics of Web Imaging</i> workshop	9
November 18, 1999	<i>Digital Course Ownership</i> online seminar	2
November 30, 1999	<i>How the Web Works, Part III: Advanced HTML</i> workshop	6
January 24 and 26, 2000	<i>How the Web Works, Part IV: Animation for the Web</i> workshops	7
February 21 and 23, 2000	<i>How the Web Works, Part V: Introduction to JavaScript</i> workshops	6
March 20 and 22, 2000	<i>How the Web Works, Part VI: Using Style Sheets</i> workshops	3
March 27, 2000	<i>Course Management Systems</i> workshop	5
March 29, 2000	<i>Technology Discussion with Dr. Sue Talley</i>	4

Table 4. Technology workshop and related offered by the Center for the Advancement of Teaching during the 1999-2000 academic year.

<i>Information Technology Center 1999-2000</i>		
<b>Date</b>	<b>Technology Training Workshops</b>	<b>Number of Faculty in Attendance</b>
October 18, 1999	Microsoft Access- Level I	0
October 25, 1999	Microsoft PowerPoint- Level 1	0
November 15, 1999	Microsoft Access- Level 2	0
January 18, 21, and 25, 2000	Introduction to Netscape Mail	10
January 19, 2000	Microsoft PowerPoint- Level 2	1
January 20, 2000	Windows 95	0
January 26, 2000	Microsoft Excel- Level 1	2
January 28, 2000	Microsoft Excel- Level 2	2
Various dates throughout the academic year	Banner Navigation*	1

Table 5. Technology training workshops offered by the Information Technology Center during provided for faculty during the 1999-2000 academic year. \*These workshops were designed primarily for staff and administrators.

Communities of Faculty and Students. Beginning in January 1999, seven technology communities of faculty and students were supported by grant funds. These projects continued during the fall 1999 semester. Only six of these projects were completed. The title and description of each of these six projects and the numbers of faculty and students involved are provided below. (These communities were also described in the 1998-1999 interim report.)

- Creation of a Website in Medicinal Chemistry Using Students as Critical Researchers of the World Wide Web. Two faculty members and two students from the College of Pharmacy developed criteria and guidelines for evaluating the scholarly value of medicinal chemistry information on the Web. A copy of the evaluation form and list of recommended websites are found in Appendix III. A project website was not created.
- Implementation of the Web to Benefit College of Pharmacy Faculty and Students. Three faculty members and two students from the College of Pharmacy developed a website that provided a means for evaluating pharmaceutical-related websites for use in the pharmaceutical marketing class. The website is at <http://xavier.xula.edu/~achandra/>.

- Students as Critical Researchers of the World Wide Web: Assessing Available On-line Resources for the History of Psychology. Two faculty members and two students from the Psychology Department developed a website for use in the History and Systems of Psychology course that provides students with tools to evaluate the quality of course-appropriate websites. The aim of this project was three-fold: (1) locate websites relevant to the history of psychology, (2) evaluated those sites for accuracy, completeness, and usefulness, and (3) create a website that provides links to useful sites and also educates users in how to evaluate sites they may locate themselves. This project is on the Web at <http://xavier.xula.edu/~dhogue/survey.html>.
- Online Writing Laboratory in Pharmacology and Medicinal Chemistry. This project involved the development of a website with information on writing conventions in Pharmacology and Medicinal Chemistry. Four College of Pharmacy faculty members and two students were involved in this project. This project was not completed.
- Evaluation of World Wide Web Sites in the Fields of Molecular Biology and Biotechnology. In an effort to assist students in making informed decisions about information found on the Web, two faculty members and two students from the College of Pharmacy developed website to be used in the new Molecular Biology and Biotechnology course in the College of Pharmacy. This project was not completed.
- Student Research and the World Wide Web. To assist students in becoming critical researchers of the Web, five Communications Department faculty and two students developed a tool for evaluating relevant websites. Students in the courses used this tool to evaluate the websites' browsing strategies, design effectiveness, and content. The tool is online at <http://www.xula.edu/~acrump/survey.html>.
- Online Writing Lab in Communications. Five faculty members and two students in the Communications Department evaluated Web-based writing labs for students in Mass Communications. Information about the best of these websites was given to students enrolled in the faculty members' courses. At least two faculty members continued to use these websites in their courses during the spring 2000 semester.

Other Institutional Technology Initiatives. As noted previously, the University engaged in a multi-year systematic evaluation of its guidelines and criteria for promotion and tenure. One of the most noteworthy results of this effort was a document that clarifies both the process and criteria by which promotion and tenure are awarded. Of particular relevance to the faculty development aim to "...encourage and support the use of technology in the classroom..." is the place that instructional technology has in these criteria.

University faculty members will be evaluated in four areas: teaching, scholarship, service, and collegiality. The new guidelines and criteria provide examples of commendable activities in the **Teaching** category. These include:

Evidence of faculty development (e.g.):

- Attendance at external conferences or workshops in the fields in which one teaches, or in pedagogies (including applications of technology) applicable to those fields.

Evidence of course improvement (e.g.):

- Introduction (and assessment) of new pedagogies (including applications of technology)

The new guidelines, which were approved by the University faculty in spring 2000, indicate the University's commitment to and support of faculty who integrate educational technologies into the teaching and learning process.

Concomitant with the University's evaluation of its promotion and tenure process and its self-study for re-accreditation, faculty and staff members serving on the Teaching, Learning, and Technology Roundtable developed a position paper or vision statement for educational technology. A copy of the position paper is in Appendix IV. As was stated in the **Introduction** of the position paper,

This document has a twofold goal.

First, it represents a formal foundation, endorsed by the faculty of Xavier University of Louisiana, for the integration of information technology (IT) into the teaching and learning process at Xavier. ... it signals the faculty's intent to incorporate information technology into teaching as appropriate according to the curricula and needs of different departments, and in keeping with Xavier University's mission.

Second, this document is approved by the faculty as a directive to the university to ensure that ample, consistent, and reliable support be provided for the use of information technology in the curriculum...

These institutional commitments concretize the efforts of this faculty development grant to "...encourage and support the use of technology in the classroom..." Without such commitment, this aim, though perhaps realizable in the short-term, would undoubtedly suffer the fate of so many "movements" or "fads" in higher education.

**III. *Establish communities of faculty and students whose conversations are focused on specific teaching and learning problems and opportunities***

Communities of Faculty and Students. One teaching and learning community was funded from January to December 1999. Despite not having support, this group of faculty and students continued its work during the spring 2000 semester. A project description follows.

- **World Literature and World History Teaching and Learning Community.** Five faculty members from the English Department and six from the History Department, and two students (one from each department) established a community of learners focused on:
  1. learning in the disciplines;
  2. contextualizing literature with history; and
  3. assessing learning in the World Literature and World History courses.

The community designed pre-and-post tests in spring 1999. These tests were designed to reveal what students know, and what students can do, at four points in their academic careers: (1) when they begin freshman world history courses, (2) when they complete these courses, (3) when they begin the sophomore world literature course, and (4) when they complete this course. Specifically, the tests assessed the following:

1. students' knowledge of the chronology of basic historical and literary periods
2. students' ability to locate key features on a world map
3. students' understanding of essential literary and cultural terms, including myth, tragedy, hero, *etc.*
4. students' ability to read a text from a foreign culture and decode cultural perspective, assumptions and values
5. Students' ability to recognize connections between literary forms and historical contexts.

The coordinator of this community of faculty and students noted in the final report that, "The [community] enthusiastically participated in discussions of content areas and ways of teaching the contextual aspects of texts, as well as doing close readings..."

Six communities of faculty and students focused on specific teaching and learning issues during the 1999-2000 academic year. The projects undertaken by the communities are described below.

- **General Biology Teaching and Learning Community.** Four faculty members and two students from the Biology Department coordinated a long-term, comprehensive effort to assist first semester biology students in developing note- and test-taking skills, and critical thinking abilities. This group conducted 11 workshop sessions during the 1999-2000 academic year. Students from all 16 sections (11 sections in fall 1999 and 5 sections in spring 2000) of the first semester Biology course (BIOL 1230) were invited to attend. The following are descriptions of the workshops.

#### *Principles of Learning*

The primary objective of this session was to help students understand how to use three sources of information (lecture notes, textbook, and workbook) to successfully learn the material. Since the ultimate goal of the course is learning, the session was centered on three principles of learning:

1. the student must recognize the information as important and meaningful
2. information must be structured, organized, and presented in a variety of ways
3. the student must check for understanding.

Each principle of learning was then presented with a series of questions designed to engage the students in discussion. Suggestions were then made as to how to use notes, text, and the workbook to accomplish each learning principle.

#### *Multiple Choice Exams: A Test Taking Strategy*

Three sessions focused on the different types of multiple choice questions and a method used for “marking” these questions. Students were given a number of sample questions taken directly from BIOL 1230 quizzes and instructed to use the methods explained in the presentation to answer half of the questions. Following a discussion to answer the students’ logistical questions, the students completed the remaining questions on their own and checked their method against the instructor’s method on a “marked” handout. Finally the students were instructed to practice the method on a recent BIOL 1230 exam so that they could use this method on the remaining exams in the course.

#### *How to Create Definitions and Answer Short Answer Questions*

These workshops were designed to demonstrate how to define terms and answer short answer questions. The anatomy of good definitions was analyzed and a general strategy for understanding concepts as a model for learning definitions was presented. Marking keywords in the questions was also emphasized.

#### *Special Biological Topics*

Two workshop sessions were conducted during spring 2000 that focused on biological topics that are particularly challenging to students. Students were encouraged to focus on broad conceptual lines of thought, which would serve as a framework for better understanding and remembering the details of these topics.

➤ Creative Writing Teaching and Learning Community. This teaching and learning community continued working together for a second year. In its second year, four faculty members and two students developed course portfolios for the Creative Writing Non-fiction and Creative Writing Fiction courses. The community also continued to explore issues related to creative writing such as originality, critical sophistication, and ownership. This project is one component of a larger effort to implement a Creative Writing minor at Xavier University. This project served this larger effort by:

1. establishing a set of standards for the courses offered in the minor
2. developing a culture supportive of student creative writers at the university
3. linking the students and faculty of the Creative Writing program with the broader community of writers who teach at colleges and universities, especially those with graduate programs in the Fine Arts
4. undertaking a scholarly inquiry into the existence of, and remedies for, needs specific to writing students at HBCUs.

The faculty and students also met with a member of the New Orleans Parish School District, an English teacher who won the parish’s teacher of the year award for his use of creative writing in the classroom. They discussed various strategies to promote creative writing in the schools and recruit students to Xavier’s Creative Writing Program.

Finally, the faculty members are assembling pieces of what will be an invited panel discussion at the Associated Writing Programs Annual Conference in 2002.

- The Division of Education Institute of Case Studies. Four Education faculty members and four students had planned to institutionalize the use of case studies in the undergraduate and graduate Education courses. To date, one faculty member has indicated that case studies were used in the Secondary School Curriculum course.
- Case Study: Letter from Birmingham Jail. This interdisciplinary and inter-institutional project involved two Xavier faculty members and students in their courses, and two faculty members from the University of Wisconsin-Stout (and the students in their courses). The goals of this project included:
  1. utilizing the case study approach to promote meaningful discussion and active learning in the classroom
  2. allowing students to gain knowledge through "praxis," that is, in this instance, to engage in discussion with others as a way of developing skills and competency in discussion
  3. providing students with an experience of "praxis," that is, both "practice plus reflection" and "reflection in practice" as a way to support Xavier's Mission Statement that the "ultimate purpose of the University is the promotion of a more just and humane society"
  4. providing a means for students of diverse and possibly differing backgrounds and points of view to engage in honest, open, and respectful dialogue
  5. utilizing electronic means of communication to promote meaningful discussion between classes and universities.

One faculty member noted,

We used the case study method to discuss various tactics for social change. By looking at a specific case, *i.e.*, the 1963 civil rights movement in Birmingham, Alabama, we were able to move our students to consider abstract, theoretical issues pertaining to political philosophy, theology, and ethics. Our students developed skills in classroom discussion, electronic bulletin board discussion, and teleconferencing discussion. In the process, our students also experienced some perspectives very different from their own. As one student said, "Never before had I heard the "white perspective" on race issues. For the first time, I was able to gain insights into their feelings, thoughts, fears, *etc.* on the topic of race." Another very interesting moment in the discussion came when the son of an assassinated Black Panther Party member questioned Xavier students who were expressing the view that no change in rights for minorities had occurred in this country in the past one hundred years.

- Literacy Development. One faculty member from the Communications Department, two Division of Education faculty members, and four students developed strategies for the diagnosis and remediation of reading, speech, and language difficulties. Specifically, this project aimed to:

1. develop a strategy for identifying children who have speech or language problems, and for referring these children for services
2. enhance language and speech skills of all students through strategies and activities
3. increase knowledge of phonemic awareness, word attack strategies, and comprehension strategies
4. form a collaborative team across speech-language and reading and enhance knowledge through shared expertise and problem solving
5. for parents, increase awareness of characteristics of speech, language, and reading difficulties
6. encourage the use of strategies at home to increase and reinforce speech, language, and reading skills.

These goals were achieved, in part, by developing handouts and flyers (see Appendix III) that were given to students in the faculty members' classes and to parents and their children at an Instructional Fair held in the community.

One faculty member noted, "Our emphasis on diagnosis of reading disabilities, developmental reading and on language development (both emergent literacy and enhancement of speech and language skills) is certainly needed in inner city environments like these where children are experiencing difficulty in these areas. I only wish that more children could be reached by the project."

- Linear Computations: A Course Using Advanced Mathematics to Teach "Basic" Skills. A Mathematics Department faculty member and four students developed and demonstrated the effectiveness of computer graphics-based lessons for one of Xavier's developmental mathematics courses. In recent semesters, over 25% of all Xavier undergraduates begin their mathematical work in this course.

There were two major goals for this project: (1) construct computer-based lessons in the computer algebra system, Mathematica, which would supplement existing text materials in the developmental mathematics courses at Xavier University, and (2) investigate the most effective use of student interns to help facilitate group-work in the developmental courses.

The student interns involved in this community were instrumental in fielding questions that were repeatedly asked by the students and in helping redirect these questions towards other students who have already resolved the difficulty.

The faculty member noted,

There is the potential that carefully planned collaborative activities can accelerate the development [of these students] on several different planes at once. For instance, it is a widely held view that social immaturity is a major factor in blocking the progress of developmental students. Peer collaboration often requires increased

and shared responsibilities that appears to move students towards social and academic maturity more rapidly than does focused attention on classroom lectures. Faculty members at Xavier are searching for ways to accelerate student progress through the developmental courses. Success in this endeavor would represent substantial savings in time and money for individual students and for Xavier University.

Workshops and Other Related Events. The Center hosted the orientation for new faculty at the start of the fall 1999 semester. The orientation covered a range of topics, including faculty development opportunities, teaching strategies, and technology resources (the orientation agenda is found in Appendix III). A teaching roundtable discussion was held during the orientation, in which several “veteran” and other faculty members spoke on the culture of teaching and learning at Xavier. The orientation also provided an opportunity for the new faculty to meet with Xavier administrators. A summary of the evaluations of the new faculty orientation is found in Appendix III.

This grant provided other opportunities for faculty to meet together in workshops and more informal “brown bag” forums to learn about and discuss issues of teaching and learning. The Center and the University Faculty Development Committee provided 11 teaching and learning workshops and other events (Table 6). Selected flyers and workshop evaluations are found in Appendix III.

<i>Center for the Advancement of Teaching and University Faculty Development Committee 1999-2000</i>		
<b>Date</b>	<b>Teaching and Learning Workshops and Related Events</b>	<b>Faculty Attendance</b>
August 16, 1999	New Faculty Orientation	34
August 28, 1999	<i>Sharing Your Knowledge: Designing Effective Conference Sessions on Teaching and Learning</i> (a workshop provided by The Collaboration for the Advancement of College Teaching and Learning for faculty members at Xavier and Dillard universities)	26*
August 31, 1999	<i>Teaching a Dilemma Case Study Using the Discussion Method</i> mini-workshop	0
September 7, 1999	<i>Teaching a Personal Experience Case Study Using Small Groups</i> mini-workshop	2
October 4, 1999	<i>The Flashlight Project</i> workshop	11
October 5, 1999	<i>Using Student Assessment for Effective Teaching and Classroom Research</i> seminar	6
October 23, 1999	<i>Teaching and Learning at the Synapses of the Brain</i> workshop	12
February 3, 2000	New Faculty Brown Bag discussion	9
February 10, 2000	<i>The Decriminalization of Plagiarism</i> workshop	7
March 24, 2000	<i>Changing Practices in Evaluating Teaching</i> video conference	31**
March 30, 2000	New Faculty Brown Bag discussion	5

Table 6. Teaching and learning workshops and related events during provided for faculty during the 1999-2000 academic year. \*Five faculty were from Dillard University. \*\*Eight departmental chairs and three administrators also attended this videoconference.

#### **IV. *Establish communities of faculty and students engaged in research using information technology and other resources***

Community of Faculty. Two research communities were funded during the 1999-2000 academic year. A description of each follows.

- The Liberal Arts in Higher Education: Triumphs and Challenges. Six faculty members (including two departmental chairs) representing five departments participated in a discussion group whose focus was on issues and challenges facing the liberal arts in higher education in general and at Xavier in particular. As a basis for discussion, the group read a number of articles from “Distinctively American: The Residential Liberal Arts Colleges”.<sup>1</sup> The work of this group, in part, led to the

<sup>1</sup> Daedalus: Journal of the American Academy of Arts and Sciences, vol. 128, no. 1 (Winter 1999).

University's decision to invite Dr. Leon Botstein, President of Bard College, to give a keynote address to Xavier faculty at its fall 2000 Faculty Institute. This invitation represents Xavier's continued commitment to examine the contribution of liberal education to our students and society.

- InterneXUS: The Internet Journal of Xavier University Students. To further promote faculty and student research and scholarship at Xavier, three faculty members from the Biology, Political Science, and History departments continued developing an online journal for student scholarship called InterneXUS. This group of faculty was also funded during the first year of this grant and now serves as the managing editors of the journal.

In November 1999, the three faculty members presented the InterneXUS concept at a university faculty assembly. They indicated that "InterneXUS will showcase outstanding undergraduate research, critical essays, creative syntheses, creative writing, review papers, and book reviews." This effort is fully supported by the Dean of the College of Arts and Sciences and other administrators.

During the 1999-2000 academic year, approximately one-third of Xavier's academic departments were represented by faculty liaisons, individuals nominated by their respective chairs. The liaisons met with the managing editors to discuss standards, copyrights and intellectual rights, and media types (*e.g.*, video, images, sound) that can be supported. In a recent memo to faculty members in one department, one managing editor indicated that the "... goals and ideas behind InterneXUS are to reward students for their excellent work by showcasing it. It is hoped that this will stimulate other students to work towards excellence and promote their writing and presentation skills." The first volume of InterneXUS is expected to be online in October 2000.

Other Grant Activities. In October 1999, the University Faculty Development Committee (which serves as an advisory committee to the Center for this grant) conducted a faculty development survey of all university faculty. The complete results of this survey are found in Appendix III. A somewhat abbreviated version of the results was included in the Spring 2000 Newsletter (Appendix II).

The Center and the University Faculty Development Committee has begun reviewing the results, and will continue so during the 2000-2001 academic year. The results of this review will be provided in the year three interim report.

The grant supported faculty and other consultants, faculty travel, and purchases by the Center for the Advancement of Teaching, including hardware, software, office supplies, subscriptions, and memberships. Each of these expenditures is included in the Financial Report found in Appendix I. The following is a brief list of particularly noteworthy grant activities.

- Drs. Fred Humphrey (Philosophy) and Jonathan Rotondo-McCord (History) assisted the Center in planning a new technology initiative to support the use of Web Course Management Systems.

- Ms. Melissa Birch spoke to faculty and students involved in Xavier's Across Curriculum Thinking program.
- Five faculty members received travel support provided for by this grant. They included:
  1. Dr. Barbara Green (Biology) attended the Conference on the Scholarship of Teaching and Learning in Southbend, Indiana.
  2. Mr. Terrance Hayes (English) attended the Associated Writing Programs Annual Conference (with support from the grant) and presented original poetry that is also included in an anthology titled *American Poetry: The Next Generation*.
  3. Dr. Biljana Obradovic (English) attended the Associated Writing Programs Annual Conference where she participated in the Creative Writing Poetry Pedagogy Forum and presented original poetry from her new books.
  4. Dr. Lisa Schulte (Psychology) attended the Sixth Annual HBCU Faculty Development Symposium. Dr. Schulte presented a paper at this symposium titled "Incorporating Use of the World Wide Web in College Courses."
  5. Mr. Mark Whitaker (English) attended the Associated Writing Programs Annual Conference where he participated in Associated Writing Programs Pedagogy Forum.
- Computer hardware and software purchases included:
  1. inkjet printer, two iMac computer and external drives, three PowerMac G4 computers and external drives, and one Dell computer
  2. software including Director 7 Shockwave, Final Cut Pro, Dreamweaver, Émigré, HomeSite, and Flash
- The Center renewed or started new subscriptions and memberships in the following:
  1. National Teaching and Learning Forum (a flyer is found in Appendix III)
  2. Faculty Resource Network 1999-2000 membership
  3. Professional and Organizational Development (POD)
  4. The Chronicle of Higher Education
  5. New Directions for Teaching and Learning

Final Thoughts on New Initiatives and Institutional Impact. As the Center looks to the final year of this grant, it will strengthen components of this faculty development program that, to date, have fallen short of their intended goals. During the 2000-2001 academic year, the Center will devote considerable effort to establishing three specific communities: (1) a scholarship of teaching working group, (b) a course portfolio working group, and (c) research communities. The Center will seek to establish these communities through requests for proposals to all university faculty and invitations to faculty leaders.

Finally, in the recent issue of *Change* magazine, Hirschhorn and May describe "Four Elements of a Successful Campaign."<sup>2</sup> These elements are:

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<sup>2</sup> Hirschhorn, L. and L. May. "The Campaign Approach to Change." *Change*, May/June 2000.

1. “Listen in” to the Institution to discover the emergent future.
2. Develop a strategic theme to give direction to the campaign.
3. Sweep people in to mobilize energies.
4. Build the infrastructure to make change possible.

This grant from The Bush and William and Flora Hewlett foundations has supported a new faculty development program at Xavier University since 1998. Although this is, admittedly, a very brief period of time in which to affect change on Xavier’s campus, it is nonetheless possible to consider the impact of the support relative to the four elements described by Hirschhorn and May.

1. “Listen in” to the Institution to discover the emergent future.

Several factors, when taken together, placed the University in a position to pursue this new faculty development program, including:

- (a) A six-year grant from the foundations awarded in 1987 set a new standard for faculty development at Xavier. This grant, among other accomplishments, led to an improved campus writing program, a sabbatical program, and a greater commitment by way of release time and stipends for faculty engaged in curriculum revision and development.
- (b) The success of this earlier faculty development grant led to the president’s choice of teaching as the focus of a proposal that established the Center for the Advancement of Teaching, now the university’s faculty development office.
- (c) As described in the Implementation proposal submitted to the foundations in October 1997, considerable faculty discussion informed the concept and scope of the proposed faculty development proposal.
- (d) Xavier joined a national discussion, promoted in large part by the American Association for Higher Education, on peer review of teaching and the scholarship of teaching. In just a short three years, the University faculty community has moved from a tacit acceptance of the scholarship of teaching to explicit recognition of its value and place in the scholarly lives of faculty.
- (e) Xavier’s unrelenting commitment to teaching and the emergence of the Internet and World Wide Web coalesced into a vision statement that encourages thoughtful, innovative, and effective, integration of technology into the teaching and learning process, and the faculty promotion and tenure “equation.”

2. Develop a strategic theme to give direction to the campaign.

The current faculty development program, which is funded by this grant, focuses on scholarship—traditional scholarship, the scholarship of teaching, and scholarship enriched by information technologies.

In 1987, Ernest Boyer wrote, “Scholarship is not an esoteric appendage; it is at the heart of what the profession is all about...” and “to weaken faculty commitment for scholarship ... is to undermine the undergraduate experience, regardless of the academic

setting.”<sup>3</sup> Scholarship today, still at the heart of higher education, has broader meaning and more accurately reflects the work of faculty so as to include, for example, the scholarship of teaching. Scholarship and teaching, arguably, are highly protected, supported, and rewarded activities at Xavier University that have been enriched by this faculty development program.

### 3. Sweep people in to mobilize energies.

This grant has made available to Xavier’s faculty a great variety of relevant and important resources, from workshops, travel grants, teaching and research opportunities, computer hardware and software, books, online journals, *etc.* Additionally, this grant has supported faculty members and students by providing for release time and stipends. The “sweeping” appeal of these resources is best indicated by the substantial portion of the faculty who have been involved in various grant activities in the Center for the Advancement of Teaching. During each of the first two years of this grant, 63% of Xavier’s faculty were involved in one or more Center activities (Tables 7 and 8). The Center, though pleased with this level of faculty involvement, will continue to explore ways in mobilize even greater faculty energies in its faculty development program.

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<sup>3</sup> Boyer, Ernest L. *College: The Undergraduate Experience in America*. New York: Harper & Row, 1987; 131.

Department	# of faculty involved in activities	Total # of faculty in the department	% of faculty involved in activities
African American Studies	4	4	100%
Art	1	5	20%
Biology	17	24	71%
Business	7	9	78%
Chemistry	11	22	50%
Communications	10	11	91%
Computer Science	3	8	38%
Deciding Majors	0	1	0%
Education	9	13	69%
English	12	17	71%
History	6	6	100%
Languages	5	5	100%
Mathematics	9	14	64%
Music	5	6	83%
Pharmacy	20	37	54%
Philosophy	3	6	50%
Physics/Engineering	3	7	43%
Political Science	2	3	67%
Psychology	3	6	50%
Sociology	0	2	0%
Theology	3	6	50%
<b>TOTAL</b>	<b>133</b>	<b>212</b>	<b>63%</b>

Table 7. Number and percent of faculty members per department involved in Center activities during the 1998-1999 academic year.

Department	# of faculty involved in activities	Total # of faculty in the department	% of faculty involved in activities
African American Studies	2	3	66%
Art	3	5	60%
Biology	17	26	65%
Business	5	9	56%
Chemistry	11	22	50%
Communications	12	12	100%
Computer Science	7	8	88%
Deciding Majors	0	1	0%
Education	11	13	85%
English	14	16	88%
History	7	8	88%
Languages	6	6	100%
Mathematics	7	15	47%
Music	3	5	60%
Pharmacy	17	36	47%
Philosophy	4	6	67%
Physics/Engineering	3	6	50%
Political Science	3	3	100%
Psychology	3	7	43%
Sociology	2	2	100%
Theology	4	5	80%
<b>TOTAL</b>	<b>134</b>	<b>214</b>	<b>63%</b>

Table 8. Number and percent of faculty members per department involved in Center activities during the 1999-2000 academic year.

#### 4. Build the infrastructure to make change possible.

A university faculty development infrastructure today, at its most basic level, requires the physical space and personnel of an office, and an information technology network. However, the need to build a self-sustaining and healthy campus culture for faculty development is perhaps of equal importance to the physical elements of a faculty development infrastructure. Building such a culture involves, at minimum, (a) nurturing faculty vision and ownership of professional development, (b) maintaining a deep commitment to student learning and maturation, and (c) obtaining and maintaining strong administrative support.

The faculty vision and ownership of professional development at Xavier was born in the years preceding 1987, when the first faculty development grant was awarded from the Bush and Hewlett foundations. Since then, Xavier's faculty and administration have shared a deep commitment to improving student learning and enriching faculty scholarship through faculty development initiatives. The activities of this grant continue to clarify, expand, and renew this vision.